4000 Essential English Words 4

Paul Nation

Acquisitions Editor: Fidel Cruz
Project Coordinator: Annie Cho
Design: Design Plus

email: info@compasspub.com
http://www.compasspub.com

ISBN: 978-1-59966-405-7

10 9 8 7 6 5 4 3 2 1
12 11 10 09

Photo Credits

4000 Essential English Words

4

Paul Nation

4000 Essential English Words 4

4000 Essential English Words 4

Paul Nation

Acquisitions Editor: Fidel Cruz
Project Coordinator: Annie Cho
Design: Design Plus

email: info@compasspub.com
http://www.compasspub.com

ISBN: 978-1-59966-405-7

10 9 8 7 6 5 4 3 2
12 11

Photo Credits

Compass Publishing

4000 Essential English Words

4

Paul Nation

Table of Contents

Introduction

About the Vocabulary

The 600 words in each book of this series along with the additional target words presented in the appendices included in the first three books of the series are the most useful words in English. They were found by analysis of a collection of English course books from various levels in the primary, secondary and tertiary school systems. The words included in this series were chosen because they occurred many times in different levels of these materials. Because of the way that they were chosen, these words have the following characteristics:

1 They are useful in both spoken and written English. No matter what English course you are studying, the words in these books will be of value to you.

2 Each word in these books is a high-frequency word. This means that the effort in learning the words is well repaid by the number of times learners have a chance to encounter or use them.

3 These books as a whole cover a large proportion of the words in any spoken or written text. They cover at least 80% of the words in newspapers and academic texts, and at least 90% of the words in novels. They also cover at least 90% of the words in conversation.

About the Books

The activities in these books are specially designed to make use of important learning conditions. Firstly, the words are introduced using sentence definitions and an example sentence. The activities that follow in the units encourage learners to recall the meanings and forms of the words. Some activities also make the learners think about the meaning of the words in the context of a sentence—a sentence different from the sentences that occurred in the introduction of the words. Moreover, each unit ends with a story containing the target words. While reading the story, the learners have to recall the meanings of the words and suit them to the context of the story. Such activities help learners develop a better understanding of a common meaning for a given word which fits the different uses.

Illustrations for each target word are provided to help learners visualize the word as it is being used in the example sentence. These word/image associations aim to help students grasp the meaning of the word as well as recall the word later.

It should be noted that words have more than one grammatical category. However, this series focuses on the word's most common form. This is mentioned to remind learners that just because a word is labeled and utilized as a noun in this series does not mean that it can never be used in another form such as an adjective. This series has simply focused on the word in the form that it is most likely to be expressed.

Supporting Learning with Outside Activities

A well-balanced language course provides four major opportunities for learning: learning through input, learning through output, deliberate learning, and fluency development. The highly structured activities in these books support all four types of learning opportunities. In addition, learning can further be supported through the following activities:

1 Have students create vocabulary cards with one word from the unit on one side of the card and the translation of the word in the student's first language on the other side. Students should use the cards for study in free moments during the day. Over several weeks, students will find that quick repeated studying for brief periods of time is more effective than studying for hours at one sitting.

2 Assign graded readers at students' appropriate levels. Reading such books provides both enjoyment as well as meaning-focused input which will help the words stick in students' memory.

3 Practice reading fluency to promote faster recall of word meaning for both sight recognition and usage. Compass Publishing's *Reading for Speed and Fluency* is a good resource for reading fluency material.

4 Include listening, speaking, and writing activities in classes. Reinforcement of the high-frequency vocabulary presented in this series is important across all the four language skills.

Author **Paul Nation**



Paul Nation is professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning.

UNIT 1

Word List



aroma [əróumə] *n.*

An **aroma** is a scent or smell.

→ *I love the **aroma** of coffee in the morning.*



beverage [bévəridʒ] *n.*

A **beverage** is a drink.

→ *The waiter brought our **beverages** first. Then he brought our food.*



cluster [klʌ́stər] *n.*

A **cluster** of things is a small group of them placed close together.

→ *She held a large **cluster** of grapes in her hand.*



combine [kəmbáin] *v.*

To **combine** is to join together to make a single thing or group.

→ *Mina **combined** peanut butter and jelly to make a sandwich.*



condensed [kəndénst] *adj.*

When a liquid is **condensed,** it is made thicker.

→ *One way to make a dessert thick and sweet is to use **condensed** milk.*



contemporary [kəntémpərèri] *adj.*

When something is **contemporary,** it is related to the present time.

→ ***Contemporary** scientists have learned quite a bit about DNA.*



cultivate [kʌ́ltəvèit] *v.*

To **cultivate** plants is to care for them and help them grow.

→ *A research company is **cultivating** new kinds of rice to aid poor countries.*



divine [diváin] *adj.*

When something is **divine,** it is related to gods.

→ *Legends say that music was given to men as a **divine** gift from the gods.*



humid [hjúːmid] *adj.*

When it is **humid,** there is a lot of water in the air.

→ *It is very **humid** inside of a sauna.*



odor [óudər] *n.*

An **odor** is a very distinct smell.

→ *He knew there was a leak when he noticed the strong **odor** of natural gas.*



palate [pǽlit] *n.*

The **palate** is the top part of the mouth.

→ *You can touch your **palate** with your tongue.*



paradise [pǽrədàis] *n.*

Paradise is the place or condition of happiness where things are perfect.

→ *My vacation in Hawaii was like being in **paradise**.*



plantation [plæntéiʃən] *n.*

A **plantation** is a big farm that only grows certain kinds of crops.

→ *In the 1800s, there were many cotton **plantations** in the southern US.*



rapid [rǽpid] *adj.*

When something is **rapid,** it moves or changes very quickly.

→ *His mother was surprised by her son's **rapid** growth.*



rate [reit] *n.*

A **rate** is the speed at which something happens.

→ *Grass tends to grow at a very slow **rate**.*



soothing [sú:ðiŋ] *adj.*

When something is **soothing,** it makes you calm or relaxed.

→ *The **soothing** music helped the baby fall asleep.*



subtle [sʌ́tl] *adj.*

When something is **subtle,** it is not easy to see or notice.

→ *The handsome man has a **subtle** smile.*



texture [tékstʃə:r] *n.*

The **texture** of something is the way its surface looks and feels.

→ *The **texture** of a rock found in the water is typically very smooth.*



toxic [tɑ́ksik] *adj.*

When something is **toxic,** it is poisonous. **Toxic** things are very dangerous.

→ *Please check the label to see if the product is **toxic**.*



vary [vɛ́əri] *v.*

To **vary** means to be different from another thing in size or amount.

→ *The heights of the people in my class **vary** by a large amount.*

Exercise 1

Choose the word that is the better fit for each blank.

1. rapid / rate

   The population growth in the city was incredibly ___________. It is quite surprising that people settled there at such a fast ___________.

2. contemporary / vary

   Many ___________ laws make it illegal for business to compete in unfair ways. However, the specific laws in different countries ___________ greatly.

3. humid / toxic

   Because it is quite ___________ on the island, various kinds of plants grow well there. However, some of these plants are ___________ to humans.

4. texture / aroma

   The cheese has a smooth ___________. However, some people find it hard to eat because of its powerful ___________.

5. cluster / combined

   A ___________ of people suggested that nearby cities could fight the invaders if they cooperated with each other. As a result, everyone ___________ their efforts and defeated the invaders.

6. soothing / subtle

   The artist uses ___________ differences of color in her landscapes. This has an overall calming and ___________ effect on the viewer.

7. cultivated / odor

   A huge garden was ___________ in the middle of the city. However, a species of rare plants gave off an unpleasant ___________.

8. beverage / palate

   During a four or five course meal, one should drink something to clean the ___________ between courses. The perfect ___________ for this is, of course, water.

9. condensed / divine

   I can explain the basic story in a simple, ___________ way. A boy is given a ___________ message, and he begins an exciting adventure.

10. plantations / paradise

    The island of Oahu is not a natural ___________ like Maui. However, tourists still have plenty to enjoy on Oahu, from visits to pineapple ___________ to traditional celebrations.

Exercise 2

PART A Match the phrases to make complete sentences.

1. A **soothing** cup of tea ______.
2. The **odor** of the cheese ______.
3. The pot's **texture** ______.
4. The chemical is **toxic** ______.
5. The **contemporary** fiction class ______.
6. The **rate** at which these flowers grew ______.
7. My mother **cultivates** ______.
8. The **plantation** had ______.
9. The thick and **humid** forest ______.
10. That **cluster** of stars in the sky makes ______.

a. was surprisingly fast
b. includes work from the 21st century
c. feels so smooth
d. covered almost a third of the country
e. was too strong to be enjoyable
f. several species of flowers as a hobby
g. to insects and small animals
h. twenty workers who grew cotton
i. is good for a sore throat
j. the shoulder of Taurus the Bull

PART B Match the clauses to make complete sentences.

1. The scientists wanted to find a cure for the sickness, ______.
2. He offered to share his water, ______.
3. I prefer mocha to coffee ______.
4. Many new jobs were created, ______.
5. The report was ten pages long, ______.
6. The doctor asked him to open his mouth, ______.
7. She walked in the door, ______.
8. Because the island is so warm and beautiful, ______.
9. Because patients' bodies are so different, ______.
10. It didn't rain all summer, ______.

a. so economic growth was **rapid**
b. and Jim thought it was a **divine** message
c. people call it a **paradise**
d. the effects of the medicine will **vary**
e. and she looked at his **palate**
f. and she smelled the **aroma** of cookies
g. so they **combined** the chemicals
h. because it has a **subtle** taste of chocolate
i. but I wanted my own **beverage**
j. but the **condensed** version was shorter

The History of Chocolate

Many people believe that chocolate originally came from Europe. However, chocolate, called the "food of the gods," was first made in the Americas. The first chocolate was very different from **contemporary** chocolate.

Wild chocolate trees can grow easily in the **humid** Amazon rainforest. **Clusters** of flowers growing on these trees turn to seeds. About 20 to 60 cacao beans can be found in the seeds. Cacao beans are the ingredient needed to create sweet, **soothing**, and delicious chocolate treats.

The Mayan and Aztec cultures both thought that chocolate trees were brought from **paradise** by gods. The Mayans and Aztecs used the beans from this **divine** tree to create a special **beverage** with a very pleasant **odor**. Surprisingly, the Aztecs believed that it would be **toxic** to women and children.

In the 1500s, the Spanish explorer Cortes met the Aztecs. Cortes became quite interested in the **plantations** where the Aztecs **cultivated** chocolate trees. When he returned to Europe, he took cacao beans with him. He introduced the people of Spain to the Aztecs' chocolate beverage.

Over the next 100 years or so, kings, queens, and members of the upper class enjoyed drinking chocolate. They enjoyed it even more once they learned to add sugar to the beverage! Soon, chocolate had spread all across Europe. New machines allowed chocolate makers to perfect their products and produce them at a very **rapid rate**. Preparing the beans in special ways brought out the **aroma** of chocolate. The beans were **combined** with **condensed** milk to give the chocolate a smooth **texture**.

Today, contemporary chocolates with **subtle** flavors fill the shelves of expensive chocolate shops. The different types of chocolate available today **vary** widely. True chocolate lovers can tell which is best, though. They will tell you that the flavor of high quality chocolate stays on the **palate** long after you finish it.



Reading Comprehension

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Wild chocolate trees grow well in humid weather.

   ____

2. ____ The Mayans and Aztecs said chocolate was a divine plant brought from paradise.

   ____

3. ____ The Mayans cultivated chocolate trees on plantations.

   ____

4. ____ Beans were combined with condensed milk to give chocolate a smooth texture.

   ____

5. ____ The first chocolate beverages were made in Europe.

   ____

6. ____ The different types of chocolate available today vary widely.

   ____

PART B **Answer the questions.**

1. Which word is NOT used to describe chocolate in the reading?
   a. Aroma b. Delicious
   c. Soothing d. Sweet

2. Which of the following did NOT consume chocolate as a beverage?
   a. Cortes b. Europeans in the 1500s
   c. Mayan gods d. The Aztecs

3. Which group of people believed that chocolate was toxic to women and children?
   a. Chocolate makers b. Plantation owners
   c. The upper class in Europe d. The Aztecs

4. What allowed chocolate to be produced at a rapid rate?
   a. Cortes of Spain b. Cacao beans
   c. New machines d. Kings and queens

UNIT 2

Word List



accident [ǽksidənt] *n.*

An **accident** is an unexpected undesirable event.

→ *She had to go to the hospital after she was in a serious car* ***accident.***



admiral [ǽdmərəl] *n.*

An **admiral** is someone who controls many military ships.

→ *They won the sea battle because of the* ***admiral's*** *great leadership.*



arc [ɑːrk] *n.*

An **arc** is a curved shape.

→ *A rainbow has the shape of an* ***arc.***



character [kǽriktər] *n.*

Your **character** is your personality.

→ *My sister's* ***character*** *is fun and very outgoing.*



conscience [kɑ́nʃəns] *n.*

Your **conscience** is your inner sense of what is right and wrong.

→ *I recycle everything I can, so my* ***conscience*** *is clear!*



fiery [fáiəri] *adj.*

If something is **fiery**, it is burning strongly.

→ *The* ***fiery*** *blaze burned all night long.*



flesh [fleʃ] *n.*

Flesh is the skin, muscle and fat on your body.

→ *The zebra's* ***flesh*** *has black and white stripes.*



grapefruit [gréipfrùːt] *n.*

A **grapefruit** is a fruit similar to an orange, but bigger and not as sweet.

→ *Would you like a* ***grapefruit*** *with your breakfast?*



hay [hei] *n.*

Hay is dry grass used to feed animals or used as a covering.

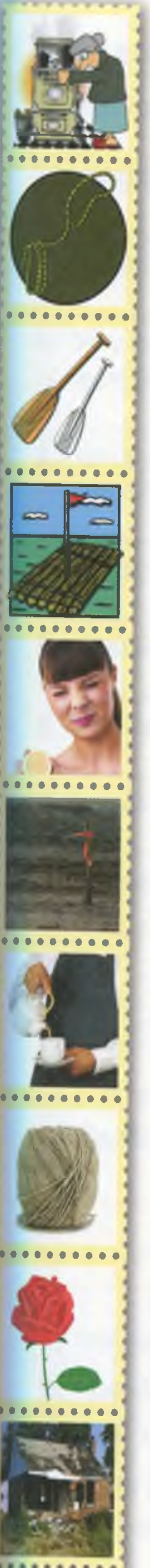
→ *I need to buy some more* ***hay*** *for the horse to sleep on.*



horrified [hɔ́ːrəfàid] *adj.*

If you are **horrified**, you are very shocked and feel upset.

→ *I was* ***horrified*** *when I read about the old lady who was attacked.*



kerosene [kérəsi:n] *n.*

Kerosene is a type of oil. It is used in some lamps and stoves.

→ *Many people in poor countries cook on **kerosene** stoves.*

loop [lu:p] *n.*

A **loop** is a line made into the shape of a circle.

→ *He made a **loop** with the rope and placed it over the post.*

paddle [pǽdl] *n.*

A **paddle** is a piece of wood or plastic that moves a boat across water.

→ *We need a **paddle** to help us move across the water.*

raft [ræft] *n.*

A **raft** is a floating platform made from pieces of wood tied together.

→ *The man made a **raft** out of bamboo and floated out to sea.*

sour [sáuə:r] *adj.*

When something is **sour**, it has a sharp and unpleasant taste.

→ *I don't like lemons because I think they are too **sour**.*

stake [steik] *n.*

A **stake** is a small, sharp piece of wood or metal that is put into the ground.

→ *We marked our property by placing **stakes** into the ground.*

steward [stjú:ərd] *n.*

A **steward** is a person like a waiter who serves food on planes and ships.

→ *The **steward** is bringing some tea.*

string [striŋ] *n.*

String is a thin piece of fabric or rope.

→ *I found a large ball of **string**.*

thorn [θɔ:rn] *n.*

A **thorn** is a sharp part of a plant.

→ *Be careful of the **thorns** when you pick the roses!*

wreck [rek] *v.*

To **wreck** something means to destroy or ruin it.

→ *The teenagers **wrecked** the house for no reason at all.*

Exercise 1

PART A Choose the right definition for the given word.

1. thorn
a. a sharp part on a plant
b. a captain on a ship
c. someone who serves food
d. a piece of wood that moves a boat

2. arc
a. a thin rope
b. a part of your mind
c. a circle in a rope
d. a curved shape

3. raft
a. a waiter
b. an undesirable event
c. on fire
d. a floating platform

4. hay
a. oil
b. dry grass
c. a piece of wood in the ground
d. a fruit

5. character
a. where something is bought
b. personality
c. difficulties
d. skin and muscle

PART B Choose the right word for the given definition.

1. a piece of wood in the ground
a. admiral
b. flesh
c. stake
d. loop

2. frightened
a. wrecked
b. horrified
c. fiery
d. sour

3. a curved shape
a. arc
b. hay
c. kerosene
d. string

4. part of your mind that stops you from doing bad things
a. character
b. conscience
c. accident
d. steward

5. something you use to move a boat
a. thorn
b. raft
c. grapefruit
d. paddle

UNIT 2

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Tom was promoted, and now he is an <u>important sea officer that controls military ships</u>.

   ____

2. Some people thought that the meal was too <u>sharp and unpleasant tasting</u>.

   ____

3. <u>The oil in lamps and stoves</u> is a very cheap form of heat.

   ____

4. Why did you steal the woman's bag? Don't you have a <u>mind that understands what is wrong</u>?

   ____

5. Can you buy three <u>yellow pieces of fruit that are like oranges</u> from the supermarket please?

   ____

6. I hope that the <u>waiter on the plane</u> will bring some water soon.

   ____

7. After lightning struck the tree, the forest turned into a <u>burning</u> blaze.

   ____

8. Use this <u>thin rope</u> to tie the package.

   ____

9. I cleaned the rabbit's cage and left some <u>dry grass</u> for it to eat.

   ____

10. I threw the ball through the <u>line in the shape of a circle</u>.

   ____

Exercise 3

Fill in the blanks with the correct words from the word bank.

Word Bank

character accident flesh stake wreck

1. I'm going to tie the cow to a ______________ in the ground.
2. You shouldn't eat the chicken. The ______________ is still pink.
3. New drivers are more likely to ______________ their cars than experienced drivers.
4. Many people were hurt in the boating ______________.
5. My brother has a very friendly and cheerful ______________.

Monkey Island

In the middle of the ocean, there is a small island shaped like an **arc**. Here, monkeys play on the beach and in the trees. But how did the monkeys get there?

Once, an English **admiral** was exploring Africa when he found hundreds of monkeys. The admiral's **character** was mean. He thought, "I could sell these monkeys and become very rich! I'm going to take them to England."

So the admiral set traps to catch the monkeys. He put **stakes** in the ground, tied **string** around them and made **loops** in the string. When the monkeys ran through the forest, their feet got caught in the loops, and they couldn't escape. Then the admiral put the monkeys in cages on his ship and sailed away.

The cages were small and uncomfortable. There was no soft **hay** for the monkeys to sleep on. Instead, they slept on branches with sharp **thorns** that cut into the monkeys' **flesh**. For dinner, he gave them tiny pieces of **sour grapefruit** to eat. The monkeys grew hungry and weak.

But one day, the admiral hired a new **steward**. He was a kind man with a good **conscience**. He was **horrified** to see the thin monkeys in the cages. So one night he let them out.

The monkeys ran and played all over the ship! They attacked the admiral and the steward and ate their food. They completely **wrecked** the ship. One monkey ran into a **kerosene** lamp, and it fell over. The ship caught fire and began to sink! The whole crew was lost except for the monkeys.

After the **accident**, the monkeys jumped onto a **raft**. They floated away from the **fiery** blaze of the ship. In the morning, they saw a little island in the distance. The monkeys used a piece of wood as a **paddle**, and they went toward it. They found the island shaped like an arc. They felt so happy to find a new home, and they still live there today.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The admiral thought that selling the monkeys would make him rich.

____

2. ____ The admiral caught the monkeys using loops of string and stakes.

____

3. ____ The admiral put hay in the monkeys' cages.

____

4. ____ The steward had no conscience.

____

5. ____ The admiral was horrified because the monkeys were muscular.

____

6. ____ The monkeys jumped on a raft after the accident.

____

PART B Answer the questions.

1. Which adjective describes the admiral's character?
   a. Generous b. Mean
   c. Sour d. Fiery

2. Where did the admiral plan to take the monkeys?
   a. To the wrecked ship b. To England
   c. To an island d. To Africa

3. What did the monkeys eat while they were in the cages?
   a. Thorns b. Hay
   c. Grapefruit d. Flesh

4. What shape was the island that the monkeys found?
   a. A paddle b. An arc
   c. A circle d. A rope

UNIT 3

Word List



admonish [ædmɑ́niʃ] *v.*

To **admonish** someone is to tell them you disapprove of their behavior.
→ *The teacher **admonished** Mark because he was chewing gum in class.*

audible [ɔ́:dəbl] *adj.*

If something is **audible**, then it is able to be heard.
→ *The sound of the drums was **audible** from miles away.*

awesome [ɔ́:səm] *adj.*

If something or someone is **awesome**, they are impressive or frightening.
→ *The huge military plane was an **awesome** sight.*

beware [biwɛ́ər] *v.*

To **beware** means to be careful of something or someone that is dangerous.
→ *You should **beware** of driving fast on wet roads.*

brag [bræg] *v.*

To **brag** means to talk of one's abilities or achievements in a proud way.
→ *He had strong muscles and **bragged** about it to the entire class.*

conscious [kɑ́nʃəs] *adj.*

If someone is **conscious** of something, then they are aware of it.
→ *The new student was **conscious** of the other students staring at her.*

disagree [disəgrí:] *v.*

To **disagree** with someone means to have a different opinion from them.
→ *The lawyers **disagreed** about the best way to settle the case.*

echo [ékou] *v.*

To **echo** means that a sound repeats itself because it bounced off an object.
→ *The child yelled over the canyon, and the wall **echoed** the sound.*

eventual [ivéntʃuəl] *adj.*

If something is **eventual**, it will happen at the end of a series of events.
→ *The constant training and planning led the team to an **eventual** victory.*

hint [hint] *n.*

A **hint** is information that suggests something will happen or is true.
→ *I quietly passed on a **hint** to my sister about the test.*



idiot [ídiət] *n.*

An **idiot** is a person who is not smart or who has done something silly.

→ *Because he got lost in the forest, the man felt like an **idiot**.*



immense [iméns] *adj.*

If something is **immense**, it is very large.

→ *An **immense** amount of money was needed to buy such a large boat.*



indirect [indirékt] *adj.*

If something is **indirect**, then it is not the easiest or straightest way.

→ *He chose to take the most **indirect** route to the coast.*



option [ápʃən] *n.*

An **option** is a choice between two or more things.

→ *The children were given the **option** of three houses to pick from.*



pastime [pǽstàim] *n.*

A **pastime** is an activity done for fun that you do often.

→ *In the US, baseball is considered the national **pastime**.*



perfect [pə́ːrfikt] *adj.*

If something is **perfect**, then it is without any mistakes.

→ *She got all the questions right, so her score was **perfect**.*



pinpoint [pínpɔ̀int] *v.*

To **pinpoint** something means to locate it exactly.

→ *The navigation system in my car is able to **pinpoint** my exact location.*



switch [switʃ] *v.*

To **switch** means to change something to something else.

→ *Mom **switched** the TV station from the news to her favorite show.*



thorough [θə́ːrou] *adj.*

If something or someone is **thorough**, then they are complete in every way.

→ *Tina did a **thorough** job of cleaning the stains out of the carpet.*



torment [tɔːrmént] *v.*

To **torment** someone means to cause them to suffer on purpose.

→ *She **tormented** her little brother by taking his favorite toy.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **idiot / option**

   I had the ___________ of going with them or staying home. I felt like an ___________ for the choice I made.

2. **admonished / torment**

   Because he liked to ___________ the kitten by pouring water on it, the boy's mother ___________ him for his cruel behavior.

3. **echoed / pinpoint**

   It was difficult to ___________ the dog's location because its cries ___________ off of the hills.

4. **brag / perfect**

   My sister likes to ___________ about how my mother and father think her behavior is ___________.

5. **beware / switch**

   When you ___________ the machine on, you need to ___________ because the machine is dangerous.

6. **eventual / pastime**

   All of the accidents at the swimming pool led to the ___________ closing of it and the end of a favorite summer ___________.

7. **disagreed / awesome**

   The king wanted people to think that his power was ___________. He would put people in jail if they ___________ with him.

8. **audible / conscious**

   Even though the little girl was trying to sneak up on her parents, her ___________ steps made her parents ___________ of her.

9. **immense / indirect**

   An ___________ tree fell across the road, forcing the travelers to take a more ___________ route through the countryside.

10. **hint / thorough**

    The police could not find a single clue to the crime, which gave a ___________ as to how ___________ the thief had been.

Exercise 2

PART A Match the phrases to make complete sentences.

1. You should **beware** ______.
2. My favorite **pastime** ______.
3. The doctor did a **thorough** check ______.
4. The two friends **disagreed** ______.
5. She **switched** the bag ______.
6. His proud sister **brags** ______.
7. An **immense** pile of garbage ______.
8. The **indirect** route ______.
9. The **awesome** storm caused ______.
10. She **admonished** the student ______.

a. about which game was better
b. of the hole in the bridge
c. for talking during the test
d. was the reason for the bad smell
e. about how good she is at sports
f. of the sick man's health
g. took an hour more to drive
h. fear that his home would be damaged
i. from her left hand to her right
j. is listening to music

PART B Match the clauses to make complete sentences.

1. He couldn't sleep at night ______.
2. We knew he broke his leg when he fell ______.
3. He had to choose the blue car ______.
4. The hiker always carried a compass and map, ______.
5. She didn't eat good food and didn't exercise, ______.
6. The students had to answer all the questions correctly ______.
7. The captain did not see the ship approaching behind him, ______.
8. She thought someone was calling to her from the other cliff, ______.
9. He knew his friends were having a surprise party for him ______.
10. If you can't tie your own shoes by the time you're twelve years old ______.

a. and it led to her **eventual** illness
b. because they gave him so many **hints**
c. if they wanted to get a **perfect** grade
d. but he was **conscious** of the other boats
e. because bad dreams **tormented** him
f. then people might think you're an **idiot**
g. but it was just the **echo** of her voice
h. because there weren't any other **options**
i. so he could **pinpoint** his location in the wild
j. because the sound of the bone breaking was **audible**

The Young Man and the Old Man

A proud young man was looking for a new **pastime**. He heard about people hiking in the national parks and decided to try it for himself. As he started his stroll, an old man walked up to him.

"Don't go this way," the old man said. "**Beware**. The paths are not clear. It's easy to become lost."

But the young man **disagreed** with the old man and **bragged** that he had a **perfect** understanding of the park. "I studied maps of this area," he told him. "I believe I have a **thorough** knowledge of these trails. I won't become lost."

The old man listened to the young man and then **admonished** him for his pride.

"I have walked these trails my entire life," he said. "If you think you will be safe, then go ahead."

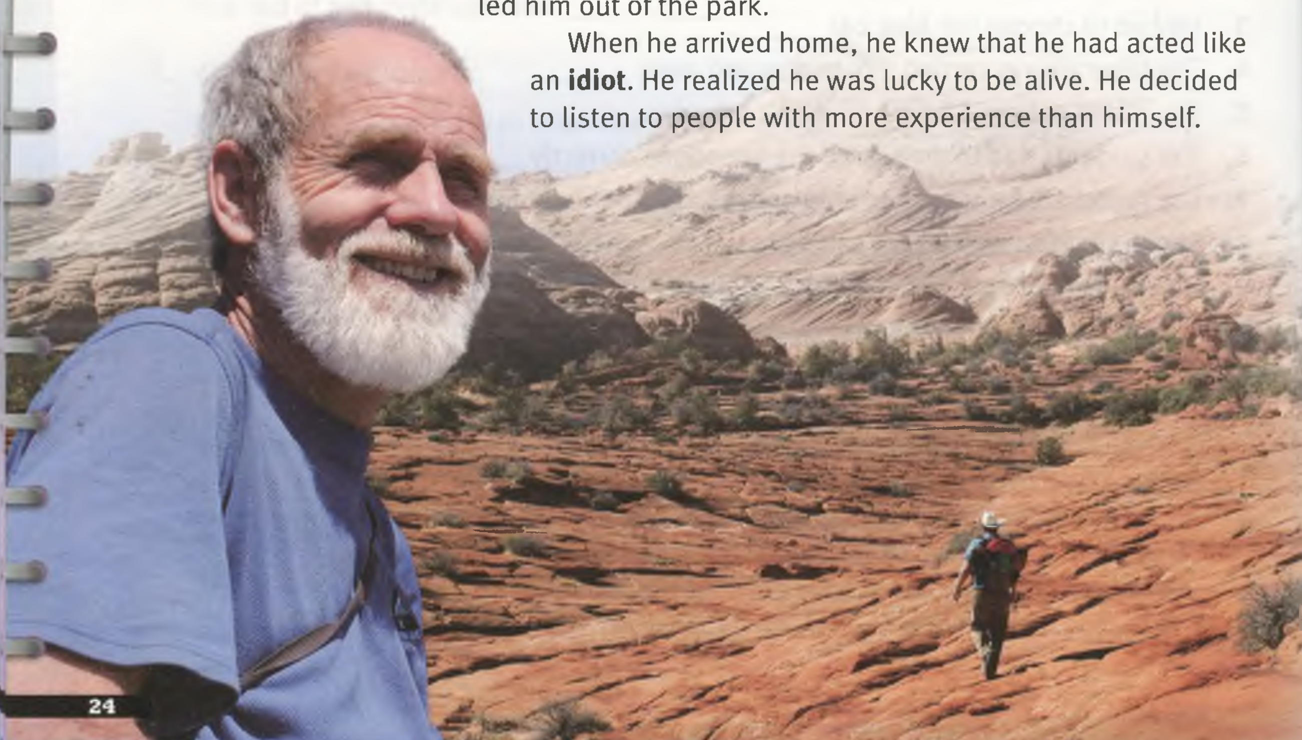
The young man ignored the old man and started along the trail.

Whenever he had to choose between an easy or difficult route, he always chose the more difficult **option**. In addition, he was not **conscious** of which direction he was going. After a while, he decided to return home. Because his course through the wilderness was so **indirect**, he had no idea where he was.

He looked at his map but could not **pinpoint** his location. He walked one path after another but soon realized he was lost.

The sun was going down, and sudden strong winds gave a **hint** that it might rain. **Immense** clouds filled the sky. **Awesome** sounds of thunder were **audible** from all directions. It **echoed** off the mountains. The thought of the **eventual** storm **tormented** the young man. He hurried in one direction, but soon **switched** out of confusion. Luckily, it led him out of the park.

When he arrived home, he knew that he had acted like an **idiot**. He realized he was lucky to be alive. He decided to listen to people with more experience than himself.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The young man decided to hike in the national parks.

____

2. ____ The young man disagreed with the old man.

____

3. ____ The young man believed that his knowledge of the park's trails was thorough.

____

4. ____ When the young man had an option of two trails, he always chose the easier one.

____

5. ____ The young man was tormented by the thought of the eventual storm.

____

6. ____ When the young man got home, he knew that the old man had acted like an idiot.

____

PART B Answer the questions.

1. What did the young man choose as his new pastime?
   a. Picking trails
   b. Climbing mountains
   c. Talking with old men
   d. Hiking in parks

2. Why did the old man admonish the young man?
   a. The young man was awesome.
   b. The young man bragged that he was perfect.
   c. The young man's route was too indirect.
   d. The young man chose difficult trails.

3. Why did the young man become lost?
   a. He was not conscious of where he went.
   b. He pinpointed his location on his map.
   c. He did not switch to an easier trail.
   d. He listened to the old man's advice.

4. Which of the following gave a hint of an eventual storm?
   a. The sudden strong winds
   b. The sparse clouds in the sky
   c. The weather getting colder
   d. The lightining flashing in the sky

UNIT 4

Word List



beak [beak] *n.*

A **beak** is the hard curved part of a bird's mouth.

→ *The bird used her **beak** to dig a small hole in the ground.*



damp [dæmp] *adj.*

If something is **damp**, it is somewhat wet.

→ *My hair is still **damp** from my shower.*



disapprove [disəprúːv] *v.*

To **disapprove** of something is to think that it is wrong.

→ *Alex **disapproved** of his son's behavior.*



except [iksépt] *prep.*

You use **except** to talk about the only thing that a statement does not apply to.

→ *Everyone had fun on the trip **except** Jim, who felt ill the whole time.*



flight [flait] *n.*

A **flight** is an act of flying, often in an airplane.

→ *The airplane made a **flight** around the world.*



fond [fɑnd] *adj.*

When someone is **fond** of something, they like it.

→ *I am very **fond** of chocolate cake.*



immoral [imɔ́(ː)rəl] *adj.*

When something or someone is **immoral**, they are evil or do bad things.

→ *Stealing money from one's mother is an **immoral** act.*



ivy [áivi] *n.*

Ivy is a plant with long vines that grows upward typically on walls.

→ *The walls of the castle are covered with **ivy**.*



moan [moun] *v.*

To **moan** is to make a low sound when feeling pain or sadness.

→ *The sick man **moaned** from his bed.*



oblivious [əblíviəs] *adj.*

If someone is **oblivious** of something, they are unaware of it.

→ *I was late to school because I was **oblivious** of the time.*



perish [périʃ] *v.*

To **perish** means to die, usually because of bad conditions or bad events.

→ *Many people **perish** in wars.*



pit [pit] *n.*

A **pit** is a big hole in the ground.

→ *Michael fell into the **pit** and needed some help to get out.*



rim [rim] *n.*

The **rim** is the outside edge of a round thing, like a cup or bottle.

→ *I put my lips to the **rim** of the bottle and took a drink.*



roost [ru:st] *n.*

A **roost** is a place where birds can land and rest or sleep.

→ *The family of doves made a **roost** at the top of the tree.*



slippery [slípəri] *adj.*

If something is **slippery**, it is wet or smooth and causes people to slip.

→ *The repairman fell down on the floor because it was too **slippery**.*



soar [sɔ:r] *v.*

To **soar** means to fly high in the air.

→ *As the sun rose, two eagles **soared** through the sky.*



trivial [tríviəl] *adj.*

If something is **trivial**, it is not important or meaningful.

→ *Television is **trivial**, but learning to read is very important.*



typical [típikəl] *adj.*

If something is **typical**, it is normal for a certain type of thing.

→ *Barking is **typical** behavior for dogs.*



utterly [ʌ́tərli] *adv.*

If something is **utterly** a way, it is completely that way.

→ *When the sun was blocked by the moon, it was **utterly** dark outside.*



weep [wi:p] *v.*

To **weep** means to cry.

→ *My sister told me the dramatic movie would make me **weep**.*

Exercise 1

Choose the answer that best fits the question.

1. What does a sad movie cause people to do?
a. To weep
b. To except
c. To perish
d. To disapprove

2. Where would a bird build a home?
a. On a rim
b. In a pit
c. On a roost
d. On a flight

3. Which word best describes a wet towel?
a. Immoral
b. Damp
c. Trivial
d. Fond

4. What does it mean to fly?
a. To soar
b. To moan
c. To be oblivious
d. To be typical

5. Which word would best describe a smooth, wet stone?
a. Ivy
b. Utterly
c. Slippery
d. Immoral

6. Which word describes something that would have a rim?
a. A thought
b. A cup
c. A person
d. A smell

7. Which word describes something that has a beak?
a. A bird
b. A boat
c. A car
d. A lion

8. What is typical about fish?
a. They can swim.
b. One type can sing.
c. They can live on land.
d. Some can live for close to 50 years.

9. Which of these people would most likely be moaning?
a. A doctor
b. A happy boy
c. A wife
d. A hurt woman

10. Which person has been proven to have committed an immoral act?
a. A teacher
b. A criminal
c. A judge
d. A fireman

Exercise 2

Choose the word that is the better fit for each blank.

1. **oblivious / perish**

   All of the people in the movie will __________ if they remain __________ of the monster.

2. **roost / fond**

   When the owl wants to make a __________, it is __________ of using an empty barn.

3. **pit / rim**

   He grabbed the can by its __________, then tossed it far down into the __________.

4. **flight / soars**

   The eagle __________ into the clouds when it goes on a long __________.

5. **moan / weep**

   Every time the sick woman would __________ in pain, her daughter would __________.

6. **immoral / typical**

   It is not __________ for a policeman to do __________ things like stealing.

7. **beak / except**

   Every part of the bird was beautiful, __________ for its short, ugly __________.

8. **trivial / disapprove**

   Because his assistant is teaching them __________ plays, the coach will __________ of the time wasted.

9. **utterly / ivy**

   Because it __________ covered the fence, the gardener had to remove all of the __________.

10. **slippery / damp**

    The ground became dangerous and __________ because everyone placed their __________ towels there.

The Tricky Fox

There was a fox that lived in the forest. Fox loved to play mean tricks on the other animals. One day, he used the sharp **rim** of a bottle to dig a **pit** in the ground. He hid in a tree until Rabbit came to the pit's edge. Then, he jumped out and pushed Rabbit into the pit. Fox laughed and ran away. The angry Rabbit climbed out and told the other animals what happened.

The others said, "That is **typical** behavior for Fox. He does mean things all the time. Sometimes, he is completely **immoral**. We all **disapprove** of his actions, so we should teach him a lesson. Tomorrow, we'll push Fox into that pit."

The next day, all of the animals hid near the pit and waited for Fox. Fox was **oblivious** to the hidden animals. He walked up to the pit to see if Rabbit was still trapped. Just then, the other animals ran up to Fox and pushed him in. All the animals laughed and cheered, **except** Fox, of course.

Fox couldn't get out! The walls of the pit were covered in **damp ivy**. It was too **slippery** for him to climb out. He was **utterly** helpless. He **moaned** and began to **weep**.

At last, he saw Eagle watching him from her **roost**. He yelled, "Eagle, please help me! If I don't get out of here, I will **perish**!"

Eagle said, "You may think your tricks are **trivial**, but you hurt others when you do mean things. I'll help you if you promise to be nice."

Fox said, "I promise!"

Eagle began her **flight** to the bottom of the pit. She picked up Fox with her **beak** and **soared** out of the pit. She dropped Fox safely on the ground.

Fox thanked Eagle and kept his promise. He was nice to the other animals. The animals even became **fond** of Fox, and the forest was a happy place.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Fox used the rim of a bottle to dig a deep pit.

   ____

2. ____ Fox had a roost near the pit.

   ____

3. ____ The damp ivy was too slippery for Fox to climb out.

   ____

4. ____ Immoral and mean behavior was typical with Fox.

   ____

5. ____ Fox was oblivious to the hidden pit.

   ____

6. ____ Eagle flew into the pit to save Fox.

   ____

PART B Answer the questions.

1. How did Rabbit fall into the pit?
   a. Rabbit ran into the pit.
   b. Fox pushed him into the pit.
   c. Rabbit sat on the edge.
   d. Fox laughed and ran away.

2. Why did Fox thank Eagle?
   a. She gave him money.
   b. She became fond of Fox.
   c. She did not let Fox perish.
   d. She gave Fox some rope to climb out.

3. Why did Fox moan and weep?
   a. The animals taught him a lesson.
   b. He saw Eagle in her roost.
   c. He felt trivial.
   d. He felt utterly helpless.

4. What happened after Eagle's flight to the bottom of the pit?
   a. She disapproved of Fox.
   b. She got stuck in the pit.
   c. She made Fox promise to leave the forest.
   d. She picked up Fox with her beak.

UNIT 5

Word List



awhile [əhwáil] *adv.*

If you do something **awhile**, you do it for a short time.

→ *Wait here **awhile**, and I'll bring some tea.*



cyberspace [sáibərspèis] *n.*

Cyberspace is the imaginary place of the Internet where activities occur.

→ *I didn't receive your email. It probably got lost in **cyberspace**.*



edit [édit] *v.*

To **edit** means to correct a piece of writing so that it is suitable to be published.

→ *She asked her brother to **edit** her paper before she submitted it to her teacher.*



essay [ései] *n.*

An **essay** is a short piece of writing on a certain subject.

→ *She had to write a two-page **essay** for her English class.*



evaluate [ivǽljuèit] *v.*

To **evaluate** something means to study it, so a decision can be made.

→ *Joe and Ken **evaluated** the plan and agreed that it would work.*



faint [feint] *v.*

To **faint** means to go unconscious and fall down.

→ *Carol **fainted** because she hadn't eaten in over a day.*



global [glóubəl] *adj.*

If something is **global**, it happens all around the world.

→ *Pollution is a **global** problem.*



gymnasium [dʒimnéiziəm] *n.*

A **gymnasium** is a building with equipment that you can use to get exercise.

→ *When I go to the **gymnasium**, I use the treadmill for 20 minutes.*



highlight [háilàit] *v.*

To **highlight** something means to mark it with a color so that it is easy to see.

→ *I read my vocabulary list and **highlighted** the most difficult words.*



ignorant [ígnərənt] *adj.*

If someone is **ignorant** about something, they have no knowledge about it.

→ *I'm a bit **ignorant** about his theories. Can you explain them to me?*



index [índeks] *n.*

An **index** is a list of words at the end of a book that gives information.

→ *If you look in the* ***index****, you'll find the right page number.*

lecture [léktʃəːr] *n.*

A **lecture** is a long, educational speech.

→ *His* ***lecture*** *on world hunger was very informative.*

moral [mɔ́(ː)rəl] *n.*

A **moral** is a message at the end of a story that teaches you something.

→ *At the end of the story, Mother explained the* ***moral*** *to the children.*

operate [ɑ́pərèit] *v.*

To **operate** means to work or function.

→ *I'm sorry, but the trains are not* ***operating*** *today.*

private [práivit] *adj.*

If something is **private**, it is only used by one person or group.

→ *Don't look at my diary! It's* ***private****!*

recent [ríːsənt] *adj.*

When something is **recent**, it happened a short time ago.

→ *I did not know what caused his* ***recent*** *behavior.*

resolution [rèzəlúːʃən] *n.*

A **resolution** is a personal decision.

→ *At New Year, I made a list of* ***resolutions*** *to help me have a better year.*

semester [siméstər] *n.*

A **semester** is a portion of a school year.

→ *Jack is in his second* ***semester*** *of college.*

typewritten [táipritn] *adj.*

If something is **typewritten**, it is written on a computer or typewriter.

→ *This is an important, formal project and must be* ***typewritten****.*

weird [wiəːrd] *adj.*

When something is **weird**, it is very strange.

→ *My best friend's dad is a bit* ***weird****.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **cyberspace / operate**

   If you know how to __________ a computer, you can get access to __________.

2. **recent / global**

   A __________ study shows that __________ hunger is a very big problem.

3. **weird / ignorant**

   My mom is completely __________ about computers. She thinks that email and chat rooms are __________ ways to spend one's time.

4. **essays / edit**

   Joe has the ability to write great __________. His writing is so good that he never has to __________ his work.

5. **semester / index**

   The report is due at the end of the __________. You should look in the __________ to see if this book will help you with the report.

6. **fainted / lecture**

   Our teacher __________ while she was giving us a __________ about health!

7. **highlighted / typewritten**

   Jennifer's notes are very neat! They are __________, and she has __________ the most important parts with a green pen.

8. **gymnasium / resolution**

   I made a __________ to go to the __________ more often to improve my health.

9. **moral / awhile**

   The __________ of the story is that you should think __________ before saying anything that might hurt someone.

10. **evaluated / private**

    We __________ the company, and our suggestions are written in this __________ document.

Exercise 2

PART A Match the phrases to make complete sentences.

1. The team **evaluated** ______.
2. The **moral** of the story is ______.
3. The **global** economic problems ______.
4. Joe **operates** ______.
5. We went to a **lecture** ______.
6. The friends you meet in **cyberspace** ______.
7. The **weird** kid at school ______.
8. You should **highlight** these words ______.
9. I made a **resolution** ______.
10. The end of the first **semester** ______.

a. are getting worse
b. aren't as important as real friends
c. about birds
d. is halfway through the school year
e. to be nicer to people
f. to eat less chocolate
g. the success of the project
h. with a yellow pen
i. this large machine
j. ate soup with a knife

PART B Match the clauses to make complete sentences.

1. I wanted to get fit ______.
2. Geology is my favorite subject, ______.
3. My paper was full of mistakes, ______.
4. My brother couldn't help me with my math homework ______.
5. In the first aid class, we learned what to do ______.
6. I wanted to find some information about volcanoes, ______.
7. That copy of the text book is too old, ______.
8. I need a computer ______.
9. I'll get some tea if ______.
10. You mustn't tell anyone this information; ______.

a. it's **private**
b. so I looked under "V" in the **index**
c. but he helped me **edit** it
d. you wait here **awhile**
e. so I went to the **gymnasium**
f. so you should find a more **recent** one
g. so I wrote an **essay** about rocks
h. because my essay has to be **typewritten**
i. if someone **faints**
j. because he's **ignorant** about math

The Magic Computer

I had a difficult geography project to finish by the end of the **semester**. My teacher wanted it to be **typewritten**, so I went to the school computer room. But when I got there, all the computers were turned off. Apparently there was a **recent** problem, and technicians were fixing it.

I knew of some **private** study rooms downstairs. They were small and dark, and the computers were very old, but I had no choice. At least the computers were **operating** correctly. I typed and **highlighted** the assignment's title: "**Evaluate** the Government's Response to **Global** Warming." But I didn't know what to write in my **essay**. Finally I decided to find a book to help me. I went to the library, checked the book **indexes** and eventually found a useful book. Then I returned to the computer.

When I looked at the screen, I saw something so **weird** that I nearly **fainted**! The essay was complete! Had somebody in **cyberspace** written it? I didn't know, but I was very happy. I printed it out and handed it in. I got an "A."

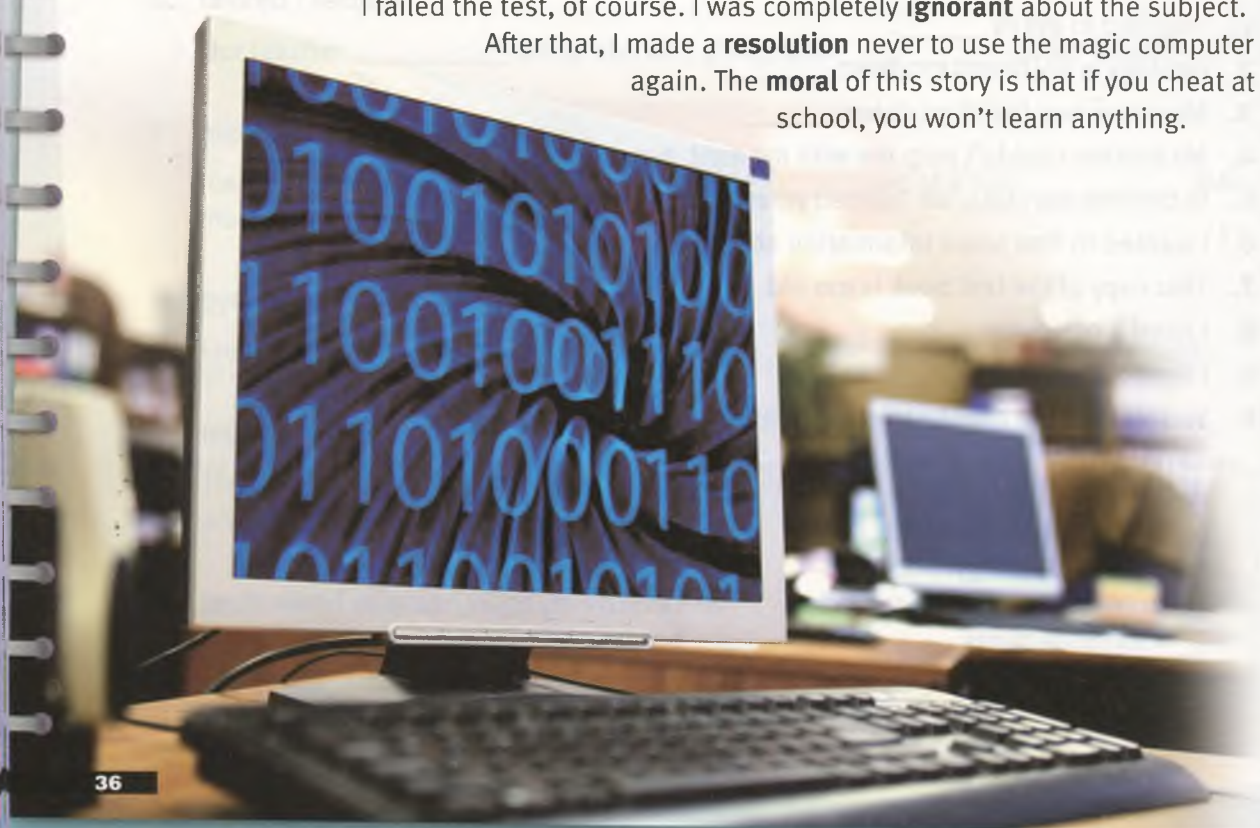
After that, I used the computer for all my assignments. I'd type the title, wait **awhile**, and the computer would do it. Every assignment was perfect; I never had to **edit** anything. I stopped paying attention to my teacher's **lectures** and spent my extra time in the **gymnasium**. And my grades got better and better.

A month later, I was walking into class when my friend said, "Are you prepared for the test?"

"What test?" I asked.

"The geography test!" he replied. "I hope you studied. It's worth seventy percent of our final grade!"

I failed the test, of course. I was completely **ignorant** about the subject. After that, I made a **resolution** never to use the magic computer again. The **moral** of this story is that if you cheat at school, you won't learn anything.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The computers were turned off because there was a recent problem.

____

2. ____ The private study rooms were upstairs.

____

3. ____ The computers in the private study rooms weren't operating correctly.

____

4. ____ In his project, the student had to evaluate the government's response to global warming.

____

5. ____ The geography test was worth fifty percent of the final grade.

____

6. ____ The student failed the test because he was completely ignorant about the subject.

____

PART B Answer the questions.

1. How did the teacher want the project to be written?
   a. In first person
   b. Handwritten
   c. Typewritten
   d. In black ink

2. What was the project about?
   a. Global warming
   b. Economics
   c. Weird computers
   d. Computer science

3. What did the student NOT have to do in order to use the magic computer?
   a. Type in the essay title
   b. Edit his paper
   c. Plug it in
   d. Wait awhile

4. Where did the student spend his free time?
   a. In lectures
   b. In the gymnasium
   c. In the library
   d. In cyberspace

UNIT 6

Word List



absolute [æbsəlùːt] *adj.*

If something is **absolute,** it is total or complete.

→ *My presentation was an* ***absolute*** *disaster! It was terrible!*



alas [əlǽs] *int.*

Alas is a word that people say when something bad happens.

→ *I looked everywhere for my purse, but* ***alas,*** *I couldn't find it.*



attentive [əténtiv] *adj.*

If you are **attentive,** you are careful and you pay attention.

→ *He is a good student because he is* ***attentive*** *to every detail on his work.*



cape [keip] *n.*

A **cape** is a large cloth that covers one's back and is tied around the neck.

→ *The superhero wore a long red* ***cape.***



envision [inviʒən] *v.*

To **envision** something means to imagine that it may happen.

→ *I can* ***envision*** *my mom's face when I give her this present!*



evenly [iːvənli] *adv.*

When something happens **evenly,** it happens at the same rate or level.

→ *The food was handed out* ***evenly*** *among the hungry people.*



folk [fouk] *n.*

Folk are common or average people.

→ *I've invited all the* ***folks*** *from our street to a gathering at my place.*



melt [melt] *v.*

To **melt** means to turn from a solid to a liquid.

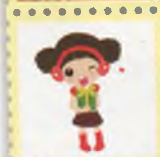
→ *The snowman that we made yesterday* ***melted*** *in the sun.*



patch [pætʃ] *n.*

A **patch** is a part of a surface that is different in appearance from the rest.

→ *There was one small* ***patch*** *of grass in the sand-covered desert.*



pleasure [pléʒər] *n.*

Pleasure is a feeling of happiness.

→ *The student smiled with* ***pleasure*** *when she received the prize.*



pop [pɑp] *n.*

A **pop** is a short, loud sound.

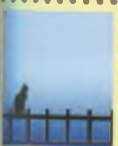
→ *I heard a loud* ***pop****; then my computer screen shattered.*



pudding [púdiŋ] *n.*

A **pudding** is a sweet dessert.

→ *Would you like some chocolate* ***pudding*** *and coffee for dessert?*



rail [reil] *n.*

A **rail** is a horizontal bar made of metal or wood.

→ *The cat was sitting on the* ***rail*** *of the fence.*



recipe [résəpìː] *n.*

A **recipe** is a set of instructions to make food.

→ *The apple cake that you made is really tasty. Can I have the* ***recipe****, please?*



role [roul] *n.*

A **role** is the normal purpose or function of a person or thing.

→ *My* ***role*** *at work is to check the quality of the products.*



shrink [ʃriŋk] *v.*

To **shrink** means to get smaller.

→ *If you stick to a healthy diet, your stomach will* ***shrink****!*



soak [souk] *v.*

To **soak** something means to make it very wet.

→ *You need to* ***soak*** *these beans overnight before you cook them.*



spark [spɑːrk] *n.*

A **spark** is a small, quick flash of fire.

→ *As he welded the two pieces of metal together,* ***sparks*** *flew everywhere.*



spirit [spírit] *n.*

A **spirit** is someone's feelings and personality, but not a physical body part.

→ *He has a very outgoing* ***spirit****. He can make friends with anyone.*



suit [suːt] *n.*

A **suit** is a set of clothes. It usually includes a jacket with pants or a skirt.

→ *I wore my new* ***suit*** *on my date with Melissa.*

Exercise 1

PART A Choose the right word for the given definition.

1. a set of clothes
a. spirit
b. suit
c. recipe
d. rail

2. common people
a. folk
b. pleasure
c. absolute
d. attentive

3. to get smaller
a. melt
b. pop
c. shrink
d. envision

4. a large cloth worn on the back
a. patch
b. cape
c. spark
d. role

5. happening at the same rate everywhere
a. evenly
b. alas
c. soaks
d. pudding

PART B Choose the right definition for the given word.

1. melt
a. to get smaller
b. to turn to liquid
c. to make wet
d. to imagine

2. spark
a. a flash of fire
b. a set of clothes
c. a sweet dessert
d. a set of instructions

3. rail
a. a horizontal bar
b. a common person
c. a normal purpose
d. a different part of a surface

4. absolute
a. said when bad things happen
b. careful
c. happening at the same rate
d. total and complete

5. pleasure
a. to make a noise
b. to get smaller
c. a feeling of happiness
d. personality

Exercise 2

PART A Match the phrases to make complete sentences.

1. Mom made chocolate **pudding** ______.
2. He is very **attentive** ______.
3. People wore **capes** more often ______.
4. His strong **spirit** ______.
5. I can't **envision** you ______.
6. It was a **pleasure** ______.
7. His **role** at work is ______.
8. The cat is sitting on the **rail** ______.
9. For this **recipe**, I will need ______.
10. There were **sparks** flying ______.

a. of the fence
b. two hundred years ago
c. during science class
d. to manage the team of employees
e. flour, eggs and sugar
f. as a politician
g. for dessert last night
h. out of the computer
i. to meet you
j. could not be hurt from mean comments

PART B Match the clauses to make complete sentences.

1. If you wash this silk shirt in hot water, ______.
2. Tony didn't practice the presentation, ______.
3. I studied hard for the test, ______.
4. Dan was very unlucky ______.
5. Christmas is an important holiday ______.
6. If you put the butter near the fire, ______.
7. This pan was so dirty ______.
8. To protect the kingdom, ______.
9. I knew the television had broken ______.
10. At work, we have to dress well, ______.

a. the soldiers spread out **evenly**
b. because he fell in a **patch** of rocks
c. so it was an **absolute** disaster
d. it will **melt**
e. it will **shrink**
f. when **folks** meet with their families
g. so I usually wear a **suit**
h. that I had to **soak** it overnight
i. when I heard the **pop**
j. but **alas**, I still didn't do very well

Jack Frost and the Pudding

Every winter, a magical boy with a wild **spirit** named Jack Frost arrives in town. He wears a white **cape**, and his **role** is to cover everything with frost and ice. But Jack Frost also gets **pleasure** from playing tricks on common **folks**.



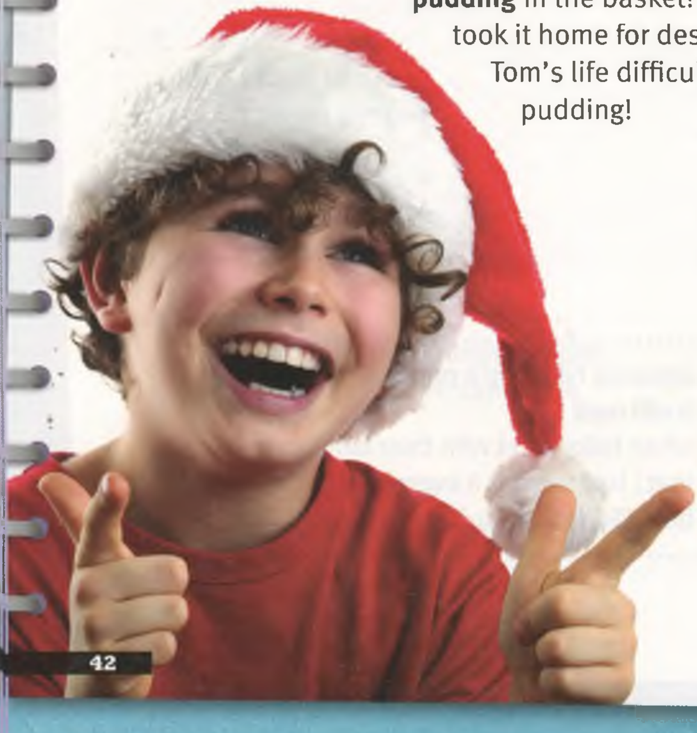
One dark winter evening, he was sitting on the **rail** of a fence near a river, pointing at some trees. When he did so, there was a **pop**, and the trees were **evenly** covered in frost.

Then old Tom Muggins came along the path. He was carrying a basket of ingredients for his wife's cake **recipe**. "I'll have some fun with him!" said Jack Frost. He pointed, and suddenly there was a **patch** of ice on the path. Poor Tom slipped and fell into the river. The bags of flour, fruit and sugar fell open and got wet. A couple of eggs broke, and a stick of butter **shrank** in the water. Tom gathered the ingredients and climbed out of the river. The food made an **absolute** mess of the path. "**Alas**!" he cried. "There'll be no cake for me!"

Jack Frost laughed at poor Tom because his nice **suit** got **soaked** as well. "Are you cold?" he said. "Don't worry, I'll make you warm!" He pointed at the mess in Tom's basket. Suddenly, there was a **spark**. What was left of the food caught fire! Jack Frost ran off laughing.

Poor Tom sat by the fire. He could only **envision** how angry his wife would be. He wished he had been more **attentive** and noticed that Jack was around.

Suddenly, a pleasant smell came from the basket. Tom looked inside. The butter was **melting** and the eggs were starting to cook! Even the fruit began to simmer. Soon there was a fat, brown **pudding** in the basket! Tom tasted it. It was delicious! He happily took it home for dessert. Although Jack Frost had tried to make Tom's life difficult, Jack had actually made Tom a wonderful pudding!





Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Tom Muggins likes playing tricks on folks.

____

2. ____ Jack Frost was sitting on the rail of a fence.

____

3. ____ Jack Frost's role is to cover everything with fire.

____

4. ____ Tom wished that he had been more attentive.

____

5. ____ Tom said "Alas!" because he knew he wouldn't have any cake.

____

6. ____ When Jack Frost set fire to the food, the eggs started to melt.

____

PART B Answer the questions.

1. What was Tom wearing?
   a. A nice suit
   b. A wild spirit
   c. A cape
   d. White trousers

2. Which of the following was NOT an ingredient of the wonderful pudding?
   a. A couple of eggs
   b. Fruit
   c. Sugar
   d. Chocolate

3. What shrank when it got soaked in the river?
   a. Tom's suit
   b. A stick of butter
   c. The basket
   d. The flour

4. What happened when there was a pop sound?
   a. Tom fell into the river.
   b. The food caught fire.
   c. The trees became covered in frost.
   d. A patch of ice formed.

UNIT 7

Word List



account [əkáunt] *n.*

An **account** with a bank is an arrangement to keep one's money there.

→ *After I paid for the new car, my bank* ***account*** *was nearly empty.*



architect [á:rkitèkt] *n.*

An **architect** is a person who designs buildings.

→ *The plans for building the new home were drawn by a famous* ***architect****.*



conceal [kənsí:l] *v.*

To **conceal** something means to hide it.

→ *You should* ***conceal*** *your money so no one can take it from you.*



crime [kraim] *n.*

A **crime** is something bad that a person does that can be punished by law.

→ *Police quickly arrived at the scene of the* ***crime****.*



deed [di:d] *n.*

A **deed** is a certificate that proves that someone owns something.

→ *When she bought the car, she was given a* ***deed*** *to show the car was hers.*



gratitude [grǽtətjù:d] *n.*

Gratitude is a feeling of being thankful.

→ *The kids showed Aunt Tess much* ***gratitude*** *for visiting them.*



habitat [hǽbətæ̀t] *n.*

A **habitat** is the natural home of animals or plants.

→ *Frogs are often found in a wet* ***habitat****, such as near a lake, river, or pond.*



intervene [intərví:n] *v.*

To **intervene** means to help stop a problem between two people or groups.

→ *The students argued until the teacher* ***intervened****.*



landmark [lǽndmà:rk] *n.*

A **landmark** is an object that helps people find or remember a location.

→ *The tall tree was used as a* ***landmark*** *for people to find the road to the inn.*



legal [lígəl] *adj.*

If something is **legal**, it is related to the law or allowed by the law.

→ *It was not* ***legal*** *for him to drive until he was eighteen years old.*



memorable [mémərəbəl] *adj.*

If something is **memorable**, then it is remembered for a special reason.

→ *The party was **memorable**; people were still talking about it years later.*



oblige [əbláidʒ] *v.*

To **oblige** someone means to require them to do something.

→ *If I wanted to have playtime, I was **obliged** to clean my room once a week.*



offense [əféns] *n.*

An **offense** is an action that breaks the law and requires punishment.

→ *He was put in jail for two days for the **offense**.*



proclaim [proukléim] *v.*

To **proclaim** something means to say it in public.

→ *The army general **proclaimed** that the war was won.*



rally [rǽli] *n.*

A **rally** is a large public meeting in order to support something.

→ *The school had a **rally** in the gym to support the basketball team.*



resolve [rizálv] *v.*

To **resolve** something means to find a solution.

→ *She **resolved** the problem with her children by giving them both a toy.*



resource [ríːsɔːrs] *n.*

Resources are a person or country's money and materials that they can use.

→ *The poor man didn't have the **resources** to feed himself.*



sentence [séntəns] *n.*

A **sentence** is punishment given to someone who didn't follow the law.

→ *The **sentence** for stealing a car is much worse than for stealing candy.*



volunteer [vàləntíər] *v.*

To **volunteer** means to offer to do something for free.

→ *Many people **volunteered** to help the adults learn to read.*



witness [wítnis] *n.*

A **witness** is someone who sees or hears a crime or accident happen.

→ *The woman was the only **witness** of the horrible crime.*

Exercise 1

PART A Choose the right word for the given definition.

1. to work to correct a problem between two people
   a. oblige b. intervene
   c. conceal d. volunteer

2. allowed by the law
   a. legal b. offense
   c. memorable d. gratitude

3. to find a solution
   a. proclaim b. sentence
   c. resolve d. rally

4. an object that helps people remember a place
   a. witness b. landmark
   c. account d. resource

5. something a person does that can be punished by law
   a. architect b. deed
   c. habitat d. crime

PART B Choose the right definition for the given word.

1. memorable
   a. natural b. thankful
   c. special d. public

2. witness
   a. a designer of buildings b. an important person
   c. someone who obeys the law d. a person who sees a crime

3. deed
   a. money and materials b. proof of ownership
   c. a natural home d. an action that breaks the law

4. sentence
   a. a punishment for a crime b. an object that helps people
   c. something against the law d. a large public meeting

5. proclaim
   a. to hide something b. to offer to help
   c. to say in public d. to stop a problem

Exercise 2

Choose the answer that best fits the question.

1. Which of the following is most likely a habitat?
   a. A pond   b. A bridge   c. A broom   d. A picture
2. When something is concealed, what is it called?
   a. Loud   b. Colorful   c. Hidden   d. Quick
3. What is something that an architect makes?
   a. A law   b. A house   c. A cake   d. A dress
4. Which of the following is NOT legal?
   a. Swimming   b. Singing   c. Crying   d. Stealing
5. What is someone who feels gratitude most likely to say?
   a. "Hello."   b. "I'm sorry."   c. "Go away."   d. "Thank you."

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. The government has enough <u>money and materials</u> to help all its people.
   ____
2. The town had a <u>large public meeting</u> to discuss the problem with the sidewalks.
   ____
3. The necklace was <u>remembered for a special reason</u> because it was from her grandmother.
   ____
4. His <u>act that broke the law</u> was serious enough to require him to stay in jail for 60 days.
   ____
5. She had just enough money in her <u>arrangement with the bank</u>.
   ____
6. Children are <u>required</u> to go to school in most countries.
   ____
7. My uncle <u>said in public</u> that he was an old friend of the mayor.
   ____
8. Four students <u>offered to help</u> to carry the table downstairs.
   ____
9. A bear's <u>natural home</u> is usually large forests areas with mountains.
   ____
10. He was filled with <u>a feeling of being thankful</u> when he was given the dog.
   ____

The Architect's Plan

An **architect** wanted to build a new office building. He selected some land that seemed perfect. He planned to cut down the trees to make room for the building. But there was a problem . . . a big problem.



The land was actually the **habitat** of several types of birds. Some nature lovers were very upset with the architect. First, they held a **rally** and told others about the issue. Then, they decided to take **legal** action because the architect didn't respect the animals' rights.

To **resolve** the problem, they asked a judge to **intervene**.

The judge could not call any **witnesses** for the nature lovers, so he first asked the architect to tell his side of the story.

"Why are you going to destroy the birds' habitat?" the judge asked.

The architect replied, "I have the **deed** to the land. I want to make a great building there. As you may know, all my buildings become **memorable landmarks**."



Then one of the nature lovers spoke. "We believe that there's no reason to destroy all the trees. We just want to protect the birds."

Then the judge made his decision. "I **proclaim** that the office building should be built," he said. "It is not a **crime** to remove those trees. I cannot give you a **sentence** for any **offenses**, but I feel **obliged** to make one request. I will only allow you to use half of the land. The other half will remain free, so the birds have a place to live.

The nature lovers could not **conceal** their **gratitude**. All of the people cheered.

The architect said, "I have an idea. I will **volunteer** my time and efforts to design a new type of building. It will provide bushes on the roof where birds can live. There are enough **resources** in my company's bank **account** to create the best building ever made."

The architect did exactly as he promised. He built this new type of building, which was loved by everyone.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The architect wanted to build a new school.

____

2. ____ The land was the habitat of several types of birds.

____

3. ____ The judge first asked the architect what happened.

____

4. ____ The architect had a deed to the land.

____

5. ____ The architect could not conceal his gratitude, so he cheered.

____

6. ____ There were enough resources in the company's bank account to build a new building.

____

PART B Answer the questions.

1. Why did the group have a rally?
   a. To ask for more rights
   b. To talk about the issue
   c. To list names of witnesses
   d. To talk to the architect

2. Which of the following about the land did the architect NOT tell the judge?
   a. He wanted to make a great building.
   b. He had a deed for the land.
   c. He thought nobody lived there.
   d. His building would be a memorable landmark.

3. What did the group do in order to resolve the problem with the architect?
   a. Ask a judge to intervene
   b. Proclaim war on the architect
   c. Move the birds to a new habitat
   d. Sell the land to the architect

4. What did the judge decide to give the architect as a sentencing?
   a. He gave him five years in prison.
   b. He had to pay the nature lovers money.
   c. He could not build any more buildings.
   d. He was not given a sentence.

Word List



access [ǽkses] *n.*

Access is the right to enter or use something.

→ *The manager was the only person with **access** to the password.*



conduct [kɑ́ndʌkt] *n.*

Conduct is the way that someone acts.

→ *She was punished for her bad **conduct**.*



constant [kɑ́nstənt] *adj.*

When an event or action is **constant**, it happens a lot or all the time.

→ *The television at home is in **constant** use.*



crack [kræk] *n.*

A **crack** is a narrow space between the parts of something broken.

→ *The old window was covered with **cracks**.*



device [diváis] *n.*

A **device** is an object or a machine.

→ *A thermometer is a **device** that tells temperature.*



enclose [inklóuz] *v.*

To **enclose** something is to contain it.

→ *The cows in the field were **enclosed** by a fence.*



grip [grip] *v.*

To **grip** something is to hold it very tightly.

→ *I was scared, so I **gripped** my older sister's hand.*



halt [hɔ:lt] *v.*

To **halt** is to stop moving.

→ *The criminal **halted** when he saw the police coming.*



impending [impéndiŋ] *adj.*

If something **is impending,** it is going to happen soon.

→ *The student was nervous about his **impending** test.*



influence [ínfluəns] *v.*

To **influence** someone or something is to have an effect over them.

→ *My friend **influenced** my decision to attend Terrance University.*



law [lɔː] *n.*

A **law** is a rule made by the legislative body.
→ *The students learned about different **laws** during social studies class.*



mode [moud] *n.*

A **mode** is a setting or condition on a machine.
→ *Mother turned the TV to quiet **mode** while she talked on the phone.*



perspire [pərspáiər] *v.*

To **perspire** means to sweat.
→ *I usually **perspire** a lot when I am at practice.*



replace [ripléis] *v.*

To **replace** something is to put it in the place of something else.
→ *I **replaced** the tire on my car because it was flat.*



snap [snæp] *v.*

To **snap** something means to break it suddenly, which causes a loud noise.
→ *I took the stick and **snapped** it with my hands.*



sly [slai] *adj.*

If a person or animal is **sly**, they are sneaky or good at tricking people.
→ *The **sly** fox stole the eggs from the nest.*



tend [tend] *v.*

To **tend** to do something is to be likely to do it or to do it often.
→ *My mom **tends** to buy me the perfect gift each Christmas.*



valid [vælid] *adj.*

When something is **valid**, it is correct or based on good reasoning.
→ *The expert's opinion on the subject was more **valid** than others.*



version [vә́ːrʒən] *n.*

A **version** is an account of something that differs slightly from the original.
→ *She read the students British **version** of the Chinese fairy tale.*



whatsoever [/hwàtsouévər] *adj.*

You use **whatsoever** after a noun to emphasize that there is nothing of that thing.
→ *The boy had no idea **whatsoever** how to solve the story problem.*

Exercise 1

Choose the word that is the better fit for each blank.

1. conduct / replace

Mr. Holloway was sent to ___________ the old coach, who was known for his wild ___________ during games.

2. influenced / laws

Decisions made in courts are often ___________ by the personal views of the judge. In some cases, the decisions help change ___________.

3. gripped / snapped

I ___________ the pencil and squeezed it until it ___________.

4. whatsoever / enclosed

My father ___________ a check in the letter he sent me. He always offered to help even if I didn't ask for any help ___________.

5. constantly / impending

The soldier dreaded the ___________ battle. He ___________ thought about what might happen to him.

6. tends / cracks

I saw several ___________ in the ice. This ___________ to happen when the weather becomes warmer.

7. device / mode

Sheila took the ___________ from her purse and pressed a couple of buttons. It took her awhile to figure out how to turn it to silent ___________.

8. halt / access

She ran from room to room quickly, but ___________ suddenly. She couldn't have ___________ to the room without a key.

9. valid / version

The student had a ___________ reason for leaving the classroom when his teacher was gone. He tried to explain his ___________ of what happened while she was gone.

10. sly / perspired

The thief ___________ while the police questioned him. They didn't feel sorry for the ___________ crimminal.

Exercise 2

PART A Match the phrases to make complete sentences.

1. Scientists have a **device** that helps ______.
2. The driver **gripped** the wheel ______.
3. I always **perspire** more often ______.
4. The concert **halted** ______.
5. The **sly** boy took a cookie while ______.
6. My father **replaced** the old ______.
7. He had a **valid** reason ______.
8. I **snapped** the toy ______.
9. The teacher **tends** to give the best grades to ______.
10. I got no joy **whatsoever** from getting ______.

a. as she turned around the corner
b. when the electricity went out
c. by holding it too tightly
d. light bulb with a new one
e. in the summer
f. them tell how old an object is
g. to miss school today
h. students who do all of their homework
i. my brother in trouble
j. his mother wasn't watching him

PART B Match the clauses to make complete sentences.

1. He didn't understand, ______.
2. He was told to behave, ______.
3. Joe was such a bad person ______.
4. To keep the jewels safe, ______.
5. Be careful ______.
6. Mark tried the code, ______.
7. She practices the violin during the day, ______.
8. He studied hard ______.
9. She turned her phone off, ______.
10. He replaced the glass ______.

a. but he wasn't given **access** to the room
b. because he can **influence** people to do anything
c. because the **impeding** test was so important
d. so the **constant** music wouldn't annoy the neighbors
e. that he broke every **law**
f. it was **enclosed** in glass
g. because there were **cracks** in it
h. so they told him a different **version**
i. so his **conduct** was excellent
j. so the **mode** wouldn't disturb anyone

Janie and the Music Player

Janie had **constant** thoughts about getting a music player. One day, she was late to class. She hurried down the hall but **halted** when she saw a backpack on the floor. She looked inside and found nothing but some books. She reached inside the bag and felt a small object at the bottom. It was a music player **enclosed** in a black case! Janie **tended** to be honest, and she had no **valid** reason to take the device. However, her desire for the player **influenced** her decision. Janie was being **sly**. She put the **device** into her own backpack. When she arrived at class, she gave her teacher the bag. "I found this," she said.

Ms. Johnson asked, "Does this backpack belong to anyone?" A girl named Linda claimed the bag. Linda looked inside and yelled, "My music player is missing! Janie took it!" Janie answered, "I did not." Linda responded, "You were the only one that had **access** to it! If your **version** of the story is true, you'll let Ms. Johnson check your bag." Janie started to **perspire** as she realized the **impending** trouble she was in. She **gripped** her bag tightly.



Ms. Johnson took the bag from Janie. Inside she found the player. "Janie, I never expected this kind of **conduct** from you," she said. "You've always been such a good student."

Ms. Johnson gave Linda the player. Linda said, "Ms. Johnson, look!" There was a **crack** along one side. She turned it to the "on" **mode**, but it wouldn't work. It must've **snapped** while Janie was holding onto the bag so tightly.

Ms. Johnson called Janie's parents. They were very upset. "Stealing is illegal. You have no respect for the **law whatsoever**," they said. "We bought you a music player, but we're giving it to Linda. It will **replace** the one you broke." In the end, Janie's bad behavior left her with nothing at all.





Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Janie thought constantly about a device that played videos.

____

2. ____ Janie halted while she walked to class because she found a backpack.

____

3. ____ Janie found the player when she gripped the bag.

____

4. ____ The backpack belonged to a student in Janie's class.

____

5. ____ When Linda put the player to "on" mode, it started to work.

____

6. ____ Janie's parents gave the music player to Linda to replace the one she broke.

____

PART B Answer the questions.

1. What did Janie find enclosed in the black case?
   a. A music player b. A backpack
   c. A locker d. A key

2. The reading explains that Janie lied to her teacher about what?
   a. A backpack she found b. Taking Linda's music player
   c. The reason she snapped the player d. How the player got a crack

3. What did Ms. Johnson NOT expect from Janie?
   a. Bad conduct b. Her banking information
   c. Poor schoolwork d. Her influence

4. Janie's parents said she had no respect whatsoever for what?
   a. Her impending trouble b. The law
   c. Her sly behavior d. The valid reasons

UNIT 9

Word List



alongside [əlɔ:ŋsáid] *adv.*

If something is **alongside** another thing, then it is next to it.

→ *We work **alongside** each other in the office.*



appetite [ǽpitàit] *n.*

Your **appetite** is your hunger for food.

→ *Tom has a big **appetite**. He eats all the time.*



assist [əsíst] *v.*

To **assist** someone is to help them.

→ *Andrew **assisted** me with my homework.*



breeze [bri:z] *n.*

A **breeze** is a soft wind.

→ *The **breeze** caused the leaves to fall off the tree.*



defy [difái] *v.*

To **defy** someone is to work against them or refuse to do what they say.

→ *The students got into trouble for **defying** their teacher's rules.*



display [displéi] *v.*

To **display** something is to show it, especially by putting it in a certain place.

→ *The museum **displayed** many wonderful paintings.*



efficient [ifíʃənt] *adj.*

If something or someone is **efficient**, they do not waste energy.

→ *My car is very **efficient**. I rarely have to buy gas.*



feeble [fí:bəl] *adj.*

If someone is **feeble**, they are small or weak.

→ *The boy was too **feeble** to carry the object very far.*



forgive [fə:rgív] *v.*

To **forgive** someone is to stop being angry with them.

→ *Sandra **forgave** Peter after he said he was sorry.*



lively [láivli] *adj.*

If someone is **lively**, they have a lot of energy.

→ *Jennifer is very **lively**: she's always running and playing.*



majestic [mədʒéstik] *adj.*

If something is **majestic**, it is large and beautiful.

→ *The rich people lived in a big, **majestic** house.*



nor [nɔːr] *conj.*

You use **nor** to connect two negative ideas.

→ *I eat neither apples **nor** oranges. I don't like either one.*



outraged [áutrèidʒ] *adj.*

If someone is **outraged**, they are very angry.

→ *My father was **outraged** when he saw that I had crashed his car.*



pessimistic [pèsəmístik] *adj.*

If someone is **pessimistic**, they believe that the worst will happen.

→ *John is **pessimistic**. He always thinks something bad will happen.*



rumor [rúːmər] *n.*

A **rumor** is something people talk about even though it may not be true.

→ *Kevin was spreading **rumors** about Marcia to everyone.*



slap [slæp] *v.*

To **slap** someone means to hit them with the palm of the hand.

→ *Out of anger, Helen **slapped** Eunice on the face.*



smash [smæʃ] *v.*

To **smash** something is to break it into many small pieces.

→ *Jacob **smashed** the window with a rock.*



subject [sʌ́bdʒikt] *n.*

A **subject** is the topic that is being discussed or taught.

→ *The **subject** of Marco's speech was the economy.*



wage [weidʒ] *n.*

A **wage** is the money that a person gets for doing a job.

→ *The **wages** I receive from my job are really great!*



whereas [ʍwɛəræ̀z] *conj.*

You use **whereas** to show how two things are different.

→ *My sister loves horror movies, **whereas** I prefer comedies.*

Exercise 1

PART A Choose the right word for the given definition.

1. a gentle wind
   - a. breeze
   - b. appetite
   - c. subject
   - d. display

2. money for a job
   - a. rumor
   - b. forgive
   - c. wage
   - d. whereas

3. big and beautiful
   - a. feeble
   - b. majestic
   - c. efficient
   - d. outraged

4. full of energy
   - a. lively
   - b. nor
   - c. pessimistic
   - d. alongside

5. used to show how two things are different
   - a. alongside
   - b. smash
   - c. defy
   - d. whereas

PART B Choose the right definition for the given word.

1. pessimistic
   - a. to show something
   - b. believing that something bad will happen
   - c. full of energy
   - d. large and beautiful

2. slap
   - a. to hit someone
   - b. to break something
   - c. to be beside
   - d. to be small or weak

3. rumor
   - a. to pay
   - b. to become windy
   - c. to be a sign
   - d. an unproven story

4. outraged
   - a. angry
   - b. connecting two ideas
   - c. showing contrast
   - d. believing something bad will happen

5. defy
   - a. hunger
   - b. to stop being angry
   - c. helping someone
   - d. to go against

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Jim walks to school <u>beside</u> Tim.

   ____

2. I needed Jamie to <u>help</u> me in fixing my car.

   ____

3. The <u>story that may not be true</u> about his life is spreading around town.

   ____

4. I spend all my <u>money that I make at my job</u> on new clothes.

   ____

5. The chair <u>broke into small pieces</u> when Rob sat down on it.

   ____

6. Bob is <u>small and weak</u> because he doesn't eat healthy food.

   ____

7. My new car is <u>not wasteful</u>.

   ____

8. My favorite <u>topic</u> to study in school is science.

   ____

9. She was <u>very angry</u> when someone stole her purse.

   ____

10. I <u>stopped being angry at</u> Joseph when he said he was sorry.

   ____

Exercise 3

Choose the answer that best fits the question.

1. Which of the following connects two negative ideas?
   a. A breeze b. Nor c. Defy d. An outrage
2. What is a positive way to describe someone?
   a. Forgive b. Pessimistic c. Lively d. Feeble
3. What can you study in school?
   a. A breeze b. A subject c. A wage d. An outrage
4. What controls how much you eat?
   a. Your appetite b. Your subject c. Your herald d. An efficient mouth
5. If you are showing something, what are you doing?
   a. Assist b. Displaying it c. Slapped d. Smashed

Growing to be Great

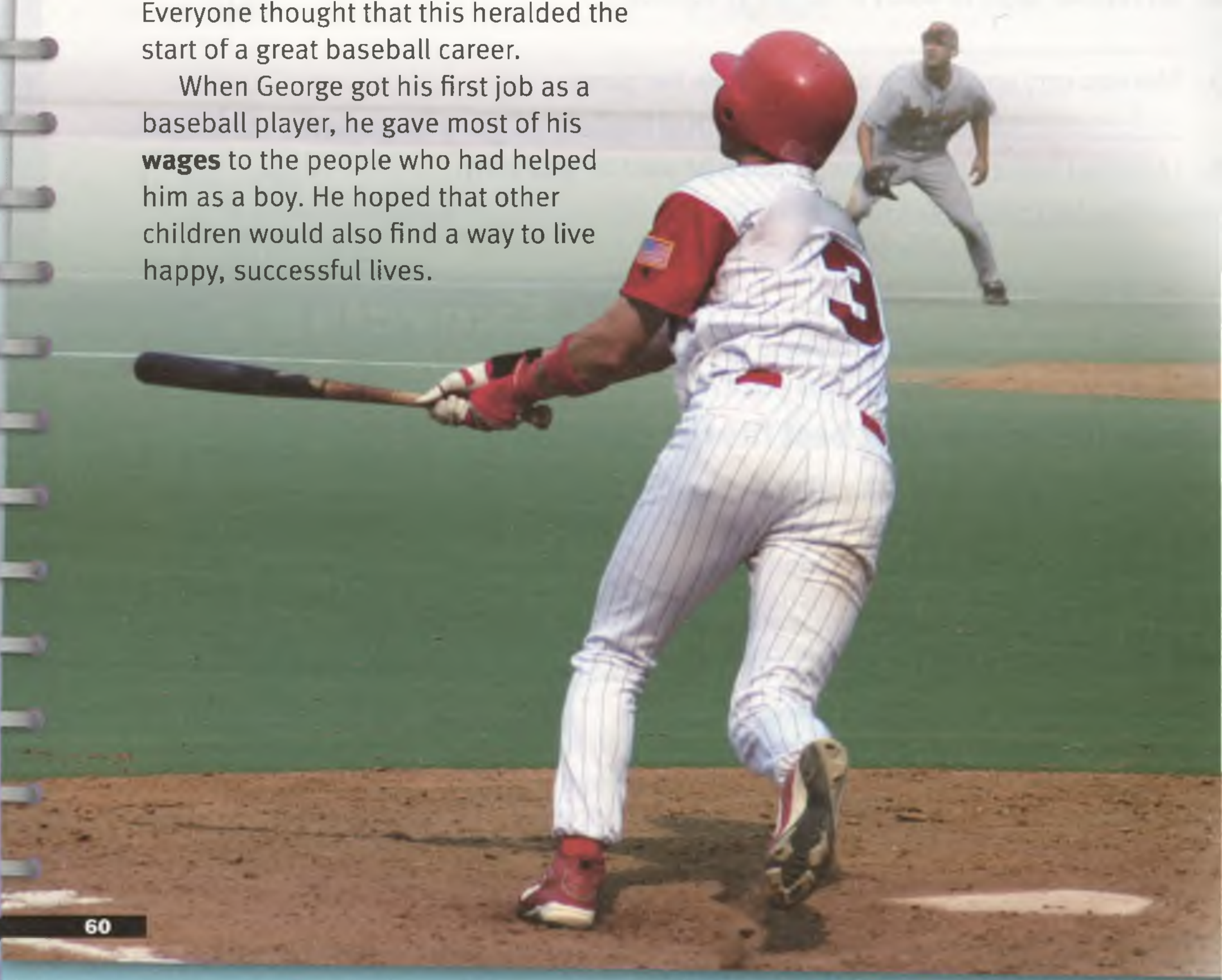
When George was just a boy, he didn't have any parents. The **rumor** was that they died in a car accident. Many bad things could have happened to George, but he was lucky. He was sent to live **alongside** other children without parents. There were kind people to **assist** George and help him go forward with his life. However, he was a **pessimistic** and mean little boy.

George was often **outraged**. He told mean rumors about the other kids. He **smashed** furniture and even **slapped** other boys. He **defied** anyone who tried to help him, and soon it was difficult for them to **forgive** him. But George did **display** a love for one thing. He loved to play baseball. **Whereas** he was lazy in school and liked neither the **subjects** **nor** the teachers, he was **lively** and happy when he played baseball.

One of George's teachers noticed his talent. He began to work with the boy. At first they only talked about baseball. The teacher watched George play. He was a very **efficient** hitter. He almost never missed the ball. The teacher thought that George looked **majestic** when he played. When George hit the ball, it flew through the **breeze** as if it would never come down. In time, they began to talk about other things. They talked about George's family and his dreams for the future. They developed a very good relationship.

As George got older, he began to grow. His **appetite** was huge. He ate and ate. He got stronger. Soon the other boys and even the teachers looked small and **feeble** next to him. Everyone thought that this heralded the start of a great baseball career.

When George got his first job as a baseball player, he gave most of his **wages** to the people who had helped him as a boy. He hoped that other children would also find a way to live happy, successful lives.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ George grew up alongside other children who didn't have parents.

____

2. ____ George looked majestic when he played baseball.

____

3. ____ George was a feeble boy with a small appetite.

____

4. ____ When George grew up, he gave some of his wages to the people who had assisted him.

____

5. ____ George was a lively student who liked many subjects.

____

6. ____ George smashed things and slapped other boys when he was outraged.

____

PART B Answer the questions.

1. Why did one of George's teachers begin to work with him?
   a. George displayed a talent for baseball.
   b. No one wanted to talk to George.
   c. George was a pessimistic student.
   d. George didn't like the boys at school.

2. When was George lively and happy?
   a. When he had lunch with other children
   b. When he was playing baseball
   c. When he was at school
   d. When he got married

3. Why was George good at baseball?
   a. He was very tall.
   b. He could swim very well.
   c. He was a very efficient hitter.
   d. He usually defied his teachers.

4. What was the rumor about George's parents?
   a. They were very sick.
   b. They were not able to take care of him.
   c. They went on a trip.
   d. They died in a car accident.

UNIT 10

Word List



animate [ǽnəmit] *adj.*

When something is **animate**, it has life.

→ *Rocks and machines are not **animate** things.*



classify [klǽsəfài] *v.*

To **classify** things is to put them into groups based on their type.

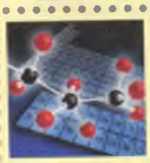
→ *The biologist **classified** the plant as a completely new species.*



concede [kənsíːd] *v.*

To **concede** is to admit that something is true against your wish.

→ *The student **conceded** that he had cheated on the test.*



concept [kɑ́nsept] *n.*

A **concept** is an idea about something.

→ *I learned some **concepts** of molecules before working in the science lab.*



construct [kənstrʌ́kt] *v.*

To **construct** something means to make or build it.

→ *The men used wood and metal to **construct** a house.*



decade [dékeid] *n.*

A **decade** is a period of ten years.

→ *She celebrated her three **decades** of work with the company.*



diagram [dáiəgræ̀m] *n.*

A **diagram** is a simple drawing that explains what something is or how it works.

→ *By following the **diagram**, I was able to put the desk together.*



ferry [féri] *n.*

A **ferry** is a boat that carries passengers over short distances.

→ *The **ferry** took the people across the lake.*



handy [hǽndi] *adj.*

If something is **handy**, it is useful.

→ *An eraser is **handy** if you make a lot of mistakes.*



isolate [áisəlèit] *v.*

To **isolate** is to separate one person or thing from a group.

→ *The teacher **isolated** the bad child from the class before talking with her.*



longing [lɔ́(:)ŋiŋ] *n.*

A **longing** is a strong feeling of wanting.

→ *Since he skipped breakfast, he had a **longing** for food all morning.*



numerous [njúːmərəs] *adj.*

If something is **numerous**, there are many of those things.

→ *It was hard to drive fast since there were **numerous** holes in the road.*



particle [páːrtikl] *n.*

A **particle** is a very small piece of something.

→ *The bottles of wine were covered in a layer of dust **particles**.*



plea [pliː] *n.*

A **plea** is a request that is urgent or emotional.

→ *The poor, hungry man made a **plea** for food.*



refrain [rifréin] *v.*

To **refrain** from something is to avoid doing it.

→ *The doctor asked Mary to **refrain** from eating fast food as part of her diet.*



review [rivjúː] *n.*

A **review** of something is a formal inspection of it by people in authority.

→ *The government ordered a careful **review** of the economic situation.*



sophisticated [səfístəkèitid] *adj.*

If someone is **sophisticated**, they know many things about the world.

→ *Jake is one of the most **sophisticated** persons I've ever met.*



surrender [səréndər] *v.*

To **surrender** something is to give it up.

→ *The thief **surrendered** the money to the police when he was caught.*



upright [ʌ́pràit] *adj.*

If something is **upright**, it is standing up straight.

→ *Meerkats can't walk like humans, but they can stand **upright**.*



worthwhile [wə́ːrθhwáil] *adj.*

If something is **worthwhile**, it is important or useful.

→ *On his visit to Canada, he realized studying English was **worthwhile**.*

Exercise 1

PART A Choose the right word for the given definition.

1. a formal inspection
a. review b. diagram
c. plea d. longing

2. to accept the truth
a. isolate b. classify
c. construct d. concede

3. an idea about how something is
a. decade b. ferry
c. concept d. particle

4. knowing a lot about the world
a. upright b. sophisticated
c. handy d. surrender

5. important
a. refrain b. numerous
c. worthwhile d. animate

PART B Choose the right definition for the given word.

1. particle
a. a small piece of something b. a drawing
c. a formal inspection d. a strong feeling of want

2. decade
a. an idea about something b. a period of ten years
c. a type of boat d. a thing that has life

3. upright
a. important b. to not do something
c. standing straight d. a request

4. isolate
a. to separate b. to group together by type
c. to give up c. to accept the truth

5. handy
a. to make something b. common
c. plentiful d. useful

Exercise 2

Choose the word that is the better fit for each blank.

1. animate / particle

   Scientists thought that the tiny ___________ was not a living thing, so they were very surprised to find that it was indeed ___________.

2. handy / numerous

   My uncle, the carpenter, keeps ___________ tools in his truck. However, he keeps the most ___________ ones on his tool belt at all times.

3. classify / upright

   One way that scientists ___________ the different species of early humans is by how they walked. *Homo Erectus*, for example, walked ___________.

4. longing / plea

   After sitting in the cell for just one hour, the prisoner felt a ___________ to be free. He made a ___________ to the officers to release him immediately.

5. sophisticated / worthwhile

   Learning how to speak another language is a ___________ skill to have in the world of international business. It also can make one into a more ___________ person.

6. review / concept

   Jack had a great ___________ for a new system, but his boss needs to conduct a thorough ___________ to see if it will work.

7. diagram / isolate

   William used a piece of white paper to ___________ the different plants in the garden. That made it easier for him to draw a ___________ of the leaves of each type of plant.

8. constructed / decades

   The great pyramids of Egypt were not ___________ overnight. In fact, it took many ___________ to complete them.

9. concede / ferry

   As he drove his car onto the ___________, John felt sad. He wanted to travel by airplane, but after looking at ticket prices, he had to ___________ that air travel was just too expensive.

10. refrain / surrender

    In maintaining good health, it is important to ___________ from eating unhealthy foods. But that doesn't mean you must ___________ all of the foods that you enjoy.

Anton's Great Discovery

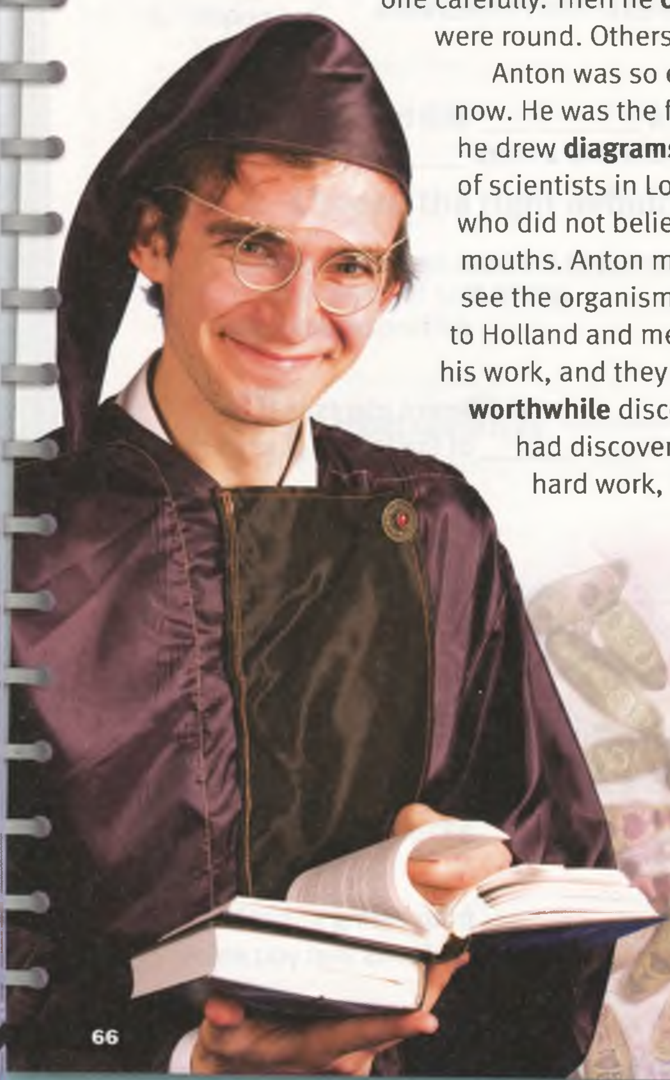
Anton Van Leeuwenhoek was a Dutch cloth merchant. His life began to change after he got his first microscope in 1653. It was a very simple microscope. It had a lens in an **upright** stand. It could make small things look large. It was **handy** for looking closely at cloth.

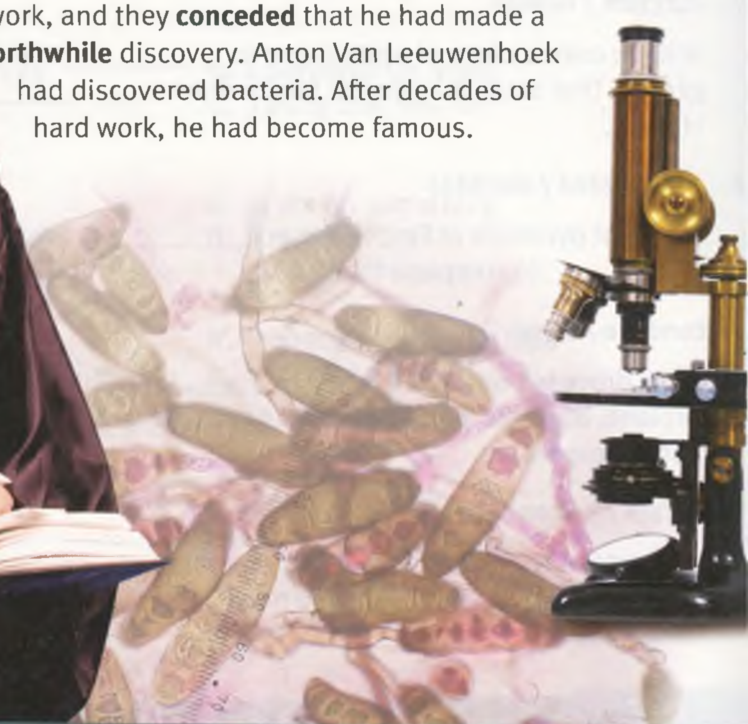
Soon, Anton felt a **longing** to build a more powerful microscope. He dreamed of using it to make an important scientific discovery. He wanted to become famous. Three **decades** later, he did.

For many years, Anton experimented with microscopes and lenses. Eventually he **constructed** a very powerful microscope. If he had sold the **concept** to others, it would have made him very rich. However, Anton **refrained** from **surrendering** his secret to anyone. Instead, he wanted to use it to become famous. So he used his secret microscope to study the natural world.

One day he was looking at saliva from his mouth with the microscope. In the saliva, he saw **numerous** tiny **particles**. Some of them were moving! He thought that the particles were tiny organisms. So he **isolated** them from each other and studied each one carefully. Then he **classified** them into different categories. Some were round. Others were long and had tails. All were alive.

Anton was so excited. He knew he could become famous now. He was the first person to see these tiny organisms. So he drew **diagrams** of the organisms and sent them to a group of scientists in London. The scientists were **sophisticated** men who did not believe tiny, **animate** organisms could live in our mouths. Anton made a **plea** for them to come to Holland to see the organisms with their own eyes. The men took a **ferry** to Holland and met Anton. They performed a careful **review** of his work, and they **conceded** that he had made a **worthwhile** discovery. Anton Van Leeuwenhoek had discovered bacteria. After decades of hard work, he had become famous.





Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Anton's first microscope had an upright stand.

____

2. ____ Anton had a longing to become rich.

____

3. ____ The tiny particles Anton saw were bacteria.

____

4. ____ Anton classified the particles into different categories.

____

5. ____ The sophisticated scientists drew diagrams of the bacteria.

____

6. ____ Anton took a ferry to Holland.

____

PART B Answer the questions.

1. Which is true about Anton's discovery?
   a. It isolated him from his work.
   b. It was not worthwhile.
   c. It was handy for his business.
   d. It took him three decades to make it.

2. Why was Anton's first microscope handy?
   a. It made him rich.
   b. It helped him look at cloth.
   c. It was easy to construct.
   d. It made him famous.

3. What was Anton's plea to the scientists?
   a. To buy his microscope
   b. To send him animate organisms
   c. To invite him to London
   d. To see the particles with their own eyes

4. Why didn't Anton sell his concept of a powerful microscope?
   a. He didn't want to surrender his secret.
   b. Scientists needed to review it first.
   c. He was already rich.
   d. It wasn't perfected yet.

UNIT 11

Word List



alliance [əláiəns] *n.*

An **alliance** is a group of people who work together.

→ *The junior executives formed an **alliance** with each other.*



applause [əplɔ́:z] *n.*

Applause is the noise made when people clap hands to show approval.

→ *At the end of his speech, everyone gave **applause**.*



armed [ɑ:rmd] *adj.*

If you are **armed**, you are carrying a weapon.

→ *The robber was **armed** with a gun.*



authoritative [əθɔ́:ritèitiv] *adj.*

If something is **authoritative**, it uses the best information available.

→ *This book is an **authoritative** source on Ancient Egypt's Queen Nefertiti.*



ceremony [sérəmòuni] *n.*

A **ceremony** is an event that happens on special occasions.

→ *Tom and Amy's marriage **ceremony** is in June.*



culture [kʌ́ltʃər] *n.*

Culture is the music, art, and writings of a certain place or group of people.

→ *Ancient Mexican **culture** is renowned for its architecture.*



defense [diféns] *n.*

A **defense** is something that is done to protect another thing.

→ *The air force works in **defense** of its country.*



detail [dí:teil] *n.*

A **detail** is a small piece of information.

→ *Jane told Ben all the **details** of her trip to China.*



diverse [divə́:rs] *adj.*

When a group of things is **diverse**, it is made up of a wide variety of things.

→ *Big cities have **diverse** populations with people of different races and ages.*



enchant [intʃǽnt] *v.*

To **enchant** someone is to make them feel very interested or happy.

→ *The beautiful woman **enchanted** everybody in the room.*



equip [ikwíp] *v.*

To **equip** someone is to give them the things needed to do something.

→ *Steve was **equipped** with the tools needed to do the job.*



exception [iksépʃən] *n.*

An **exception** is someone or something not conforming to a rule.

→ *Most students thought the test was hard, but Tim was the **exception**.*



genre [ʒɑ́:nrə] *n.*

A **genre** is a type of literature, art, or music characterized by its style.

→ *She is considered a master in the comedy **genre**.*



impact [ímpækt] *n.*

An **impact** is the effect someone or something has on another.

→ *My grandmother had a great **impact** on my life.*



lure [luər] *v.*

To **lure** someone is to convince them to do something, by using a trick.

→ *The store **lures** people in with big signs that say "Sale!"*



obstacle [ɑ́bstəkəl] *n.*

An **obstacle** is an object or a problem that stops you from doing something.

→ *Climbing over the giant rock was the biggest **obstacle** for the hikers.*



shelter [ʃéltə:r] *n.*

A **shelter** is a place to go that is safe from danger or bad weather.

→ *The frog took **shelter** from the storm in a nearby cave.*



sort [sɔ:rt] *v.*

To **sort** means to separate things into different groups or classes.

→ *He **sorted** his clothes by colors and sizes.*



supply [səplái] *v.*

To **supply** something means to give people what they need or want.

→ *The water heater **supplied** the house with warm water.*



vain [vein] *adj.*

If people are **vain**, they are only concerned with how they look.

→ *Rebecca is so **vain** that she looks at herself in every mirror.*

Exercise 1

Choose the right word for the given definition.

1. to provide the things that someone needs to do something
a. sort b. enchant c. equip d. lure

2. a safe place
a. genre b. shelter c. defense d. culture

3. holding a weapon
a. authoritative b. vain c. diverse d. armed

4. pieces of information
a. details b. impacts c. applause d. supplies

5. a group working together
a. ceremony b. alliance c. exception d. obstacle

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Please <u>put into different groups</u> all the leaves you find.

____

2. Everybody was <u>very interested</u> when Kate read that beautiful poem out loud.

____

3. The performer heard great <u>sounds of people clapping their hands</u>.

____

4. Tim takes a long time to get ready because he is so <u>concerned with how he looks</u>.

____

5. Ocean life is <u>made up of a wide variety of things</u>.

____

6. What is your favorite <u>kind or style</u> of music?

____

7. The <u>special event</u> will start at 8 o'clock tonight.

____

8. The city's only <u>action taken to protect itself</u> was to build a giant brick wall around it.

____

9. Ben went through many <u>problems</u> before he finished his project.

____

10. Most girls like to play with dolls, but Samantha is the <u>one who doesn't conform</u>.

____

Exercise 3

PART A Match the phrases to make complete sentences.

1. I'm going to try to **lure** my friends ______.
2. **Sort** the pieces ______.
3. The biggest **obstacle** Mary faced ______.
4. The **genre** of abstract art ______.
5. The awards **ceremony** is ______.
6. Mexican **culture** is ______.
7. The best **defense** against skin cancer ______.
8. The students were **equipped** ______.
9. An **armed** man ran into ______.
10. The **vain** woman could ______.

a. was popularized by artists like Picasso and Dali
b. is to wear a lot of sunscreen
c. with pencils, scissors, and a lot of glue
d. known for its interesting folk art
e. into coming to the museum with me
f. tonight at the Royal Crown Hotel
g. talk about herself for hours and hours
h. into three equal groups
i. was not being able to read very well
j. the jewelry store and stole diamonds

PART B Match the clauses to make complete sentences.

1. It started raining really hard, ______.
2. He saw that the children were cold, ______.
3. Police officers work very hard, ______.
4. Everyone always trusts Seth ______.
5. Mother Teresa was a very well-known person, ______.
6. He only likes one type of music, ______.
7. James tried to write the report last night, ______.
8. I don't really like Jennifer, ______.
9. Bob and Eric both want to beat James at the game, ______.
10. The performer did a great job, ______.

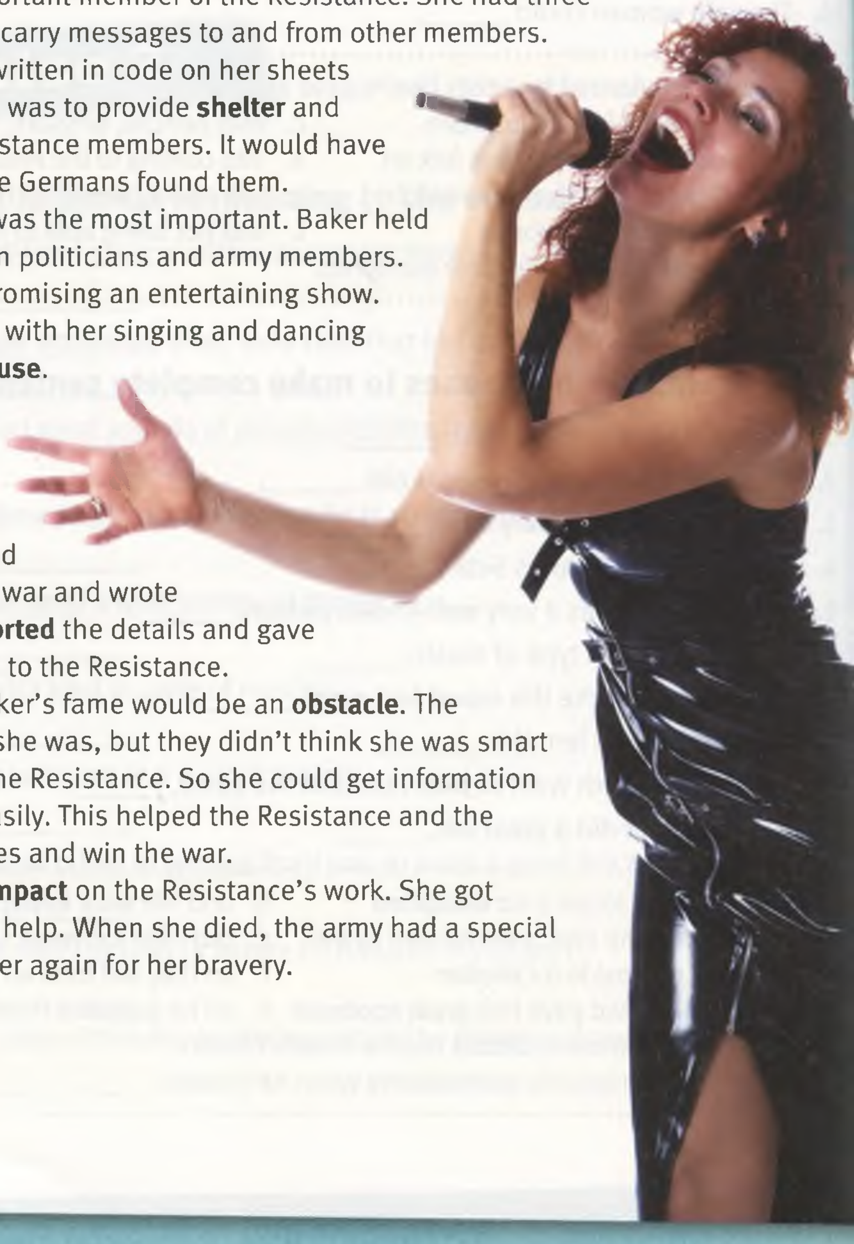
a. and officer Jones is no **exception**
b. and her work **impacted** many lives
c. but everyone else is **enchanted** by her
d. but I like a **diverse** selection
e. so we ran inside for **shelter**
f. so they will form an **alliance**
g. and the crowd gave him great **applause**
h. so he **supplied** them with blankets
i. but it had so many **details** that he couldn't finish
j. because he sounds **authoritative** when he speaks

How a Singer Helped Win the War

Sometimes famous people are **vain**. They only care about themselves. But Josephine Baker was an **exception**. In the 1930s and 1940s, Baker was one of the most famous women in France. She was a big part of the new jazz **genre** and **culture** and had a **diverse** group of fans. The French people especially loved her. And she loved France. So when World War II started, she wanted to help the nation that had given her so much.

In 1940, **armed** German troops entered Paris. When this happened, some French people formed a secret **alliance**. It was called the *French Resistance*. The group worked for the **defense** of France. It helped the European and American armies fight the Germans.

Baker was an important member of the Resistance. She had three jobs. The first was to carry messages to and from other members. The messages were written in code on her sheets of music. The second was to provide **shelter** and **supply** goods to Resistance members. It would have been dangerous if the Germans found them.



Baker's third job was the most important. Baker held concerts for European politicians and army members. She **lured** them in, promising an entertaining show. She **enchanted** them with her singing and dancing and got lots of **applause**. But Baker was always **equipped** with a small notebook at these concerts. She listened for **details** about the war and wrote them down. Baker **sorted** the details and gave **authoritative** reports to the Resistance.

Some thought Baker's fame would be an **obstacle**. The Germans knew who she was, but they didn't think she was smart enough to work for the Resistance. So she could get information from the Germans easily. This helped the Resistance and the French army save lives and win the war.

Baker had a big **impact** on the Resistance's work. She got many awards for her help. When she died, the army had a special **ceremony** to thank her again for her bravery.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Baker's first job was to carry messages written in code to and from European politicians.

   ____

2. ____ Baker provided shelter for Resistance members and supplied them with goods.

   ____

3. ____ Baker was always equipped with a small notebook during her concerts.

   ____

4. ____ In 1940, armed German troops entered Europe.

   ____

5. ____ Baker enchanted politicians and army members with her singing and dancing.

   ____

6. ____ Baker sorted details about the war and gave authoritative reports.

   ____

PART B Answer the questions.

1. Which genre of music was Josephine Baker famous for?
   a. She was famous for jazz music.
   b. She was famous for blues music.
   c. She was famous for rock music.
   d. She was famous for country music.

2. What happened when the Germans entered Paris?
   a. Armed soldiers fought them.
   b. Baker lured them back to Germany.
   c. The French formed a secret alliance.
   d. They sent messages in code.

3. What was Baker's most important job?
   a. To provide shelter
   b. To give authoritative reports
   c. To write messages in code
   d. To have a diverse group of fans

4. What happened when Baker died?
   a. The army had a special ceremony.
   b. Baker had an impact on France.
   c. Her fame became an obstacle.
   d. The Resistance found her secret codes.

UNIT 12

Word List



alternative [ɔ:ltə́:rnətiv] *n.*

An **alternative** is something that you can choose instead of your first choice.

→ *Her first plan to make extra money seemed weak, so she chose an **alternative**.*



avenue [ǽvənjù:] *n.*

An **avenue** is a road, often a large one with buildings on each side.

→ *Drive down this **avenue** and then turn left to go to the park.*



belly [béli] *n.*

The **belly** is the stomach of a person or animal.

→ *His **belly** was full because he ate a lot of food.*



bid [bid] *n.*

A **bid** to do something is an attempt to do it.

→ *He made a **bid** to become the university's next president.*



blow [blou] *v.*

To **blow** means to move air or move something through the air, as in the wind.

→ *The wind is **blowing** very hard today. We should stay inside.*



conflict [kánflikt] *n.*

A **conflict** is a fight between different people or groups.

→ *The two nations had a **conflict** over which one could use the water in the river*



continent [kántənənt] *n.*

A **continent** is one of the seven large areas of land on the Earth.

→ *Asia is the largest **continent**.*



current [kə́:rənt] *n.*

A **current** is a steady and constant flow of air or water in a river or ocean.

→ *The ocean **currents** took the ship far off into the sea.*



disrespect [dìsrispékt] *n.*

Disrespect is rudeness or a behavior that shows a lack of respect.

→ *He showed **disrespect** by arguing with his boss during a meeting.*



enthusiasm [enθú:ziæ̀zəm] *n.*

Enthusiasm is a very strong good feeling about something.

→ *The crowd showed their **enthusiasm** for the soccer team by cheering loudly.*



harsh [hɑ:rʃ] *adj.*

When something is **harsh**, it is very unpleasant.

→ *The desert can be a very **harsh** environment.*

lean [li:n] *v.*

To **lean** is to bend the body in a particular direction.

→ *The woman **leaned** against the counter because she was tired.*

meantime [mí:ntàim] *n.*

The **meantime** is the time between two events.

→ *Ted began setting the table. In the **meantime**, I began preparing the food.*

mischief [místʃif] *n.*

Mischief is behavior that is meant to trick or cause trouble for people.

→ *Ben was up to **mischief** when he persuaded Ken to paint his face.*

muscle [mʌ́səl] *n.*

Muscle is a mass of tissue attached to bone that helps you move.

→ *She went to the gym in order to make her **muscles** stronger.*

rescue [réskju:] *v.*

To **rescue** someone means to remove them from danger.

→ *The firefighter **rescued** the man from the burning building.*

succession [səkséʃən] *n.*

A **succession** is a number of things that follow one after the other.

→ *The student said the letters of the alphabet in **succession**.*

terrain [təréin] *n.*

The **terrain** is the land and all of its physical features or parts.

→ *The **terrain** below was rocky and full of hills.*

timid [tímid] *adj.*

If someone is **timid**, they are afraid, shy, or nervous.

→ *The **timid** child hides behind her mother whenever she sees a stranger.*

violence [váiələns] *n.*

Violence is forceful action that is meant to injure or kill people.

→ *The boy hit his brother in an act of **violence**.*

Exercise 1

Choose the word that is the better fit for each blank.

1. muscle / violence

   It was bad that the man had a lot of ___________ because he used it to cause ___________.

2. belly / bid

   He had a ___________ to win the race, but he had to quit when he got a bad pain in his ___________.

3. disrespect / timid

   The boy was always ___________ because his classmates were mean and treated him with ___________.

4. continent / enthusiasm

   The boy had a lot of ___________ before his trip to Europe. He had never been to a different ___________ before.

5. lean / meantime

   The movie will start soon. In the ___________, help me to ___________ these heavy boards against the wall.

6. alternative / avenue

   The ___________ that the man wanted to drive on was blocked, so he found an ___________ route.

7. conflict / rescue

   The police officer had to ___________ the woman from a bad ___________ she had with another woman.

8. harsh / terrain

   The girl walked along the rough beach. The rocky ___________ was ___________ on her feet.

9. mischief / succession

   The boys were up to their usual ___________ and were throwing balls of paper at each other in ___________.

10. current / blow

    I turned on the fan so that it would ___________ air on me. The ___________ of cool air felt wonderful.

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Australia is an island that is also the smallest large area of land on the planet.
   ____
2. The land's feature was quite hilly.
   ____
3. The pitcher threw the balls to home plate in a series, one after another.
   ____
4. The student left for school early. She had to walk down an extended road to get there.
   ____
5. Brian was tired. He needed to bend over and rest on the side of his car.
   ____
6. The student decided that the answer was A and not the other choice, B.
   ____
7. The river's fast steady movement of water made it difficult to swim to the other side.
   ____
8. He talked about US history, and the pupils wrote notes in the time during the event.
   ____
9. The dog continued barking. The loud noise was painful and rough to her ears.
   ____
10. The boys used forceful action to get what they wanted.
    ____

Exercise 3

Choose the answer that best fits the question.

1. Which word best describes a student who is very happy and excited?
   a. Enthusiasm b. Violence c. Current d. Alternative
2. Which of the following describes a scared person best?
   a. Timid b. Disrespect c. Muscle d. Succession
3. What is something that can be soft and round?
   a. Something in the meantime b. An avenue
   c. A person's belly d. A continent
4. Which word best describes behavior meant to trick or cause trouble?
   a. Mischief b. Conflict c. Terrain d. Harsh
5. Which of the following best describes the action of the wind?
   a. It bids. b. It rescues. c. It blows. d. It leans.

The Sun and the North Wind

The Sun and the North Wind were talking to each other in the sky. The North Wind was saying that he was better than everyone else. The Sun listened as the North Wind talked with **enthusiasm** about how powerful he was and how he could push something from one **continent** to another with one breath. He said, "I am the strongest thing in the sky."

"Really?" asked the Sun. "How do you know that you are more powerful than the stars, or the rain, or even me?"

The North Wind laughed with **disrespect**. He yelled, "You? That's a joke!"

This hurt the Sun. He was usually **timid** and did not want to cause **conflict**. Today he decided that he should teach the North Wind a lesson.

In the **meantime**, a man began walking along the **avenue** down on Earth. When the Sun looked down on the **terrain** below, he saw the man. He pointed down to the Earth and said, "Do you see that man walking below? I bet I can get his jacket off of him. Can you?"

"Of course!" the North Wind replied as he took a deep breath and filled his lungs with air. He used all of his **muscles** in his face and **belly** to **blow** winds at his target in **succession**.

The **harsh** air **currents** made the man cold. The man pulled his jacket more tightly around him. It did not come off. The Sun decided to **rescue** the man from the **mischief** of the North Wind. He said, "May I try?" Then he sent down sunlight that made the man warm. The man **leaned** against a tree. He took off his jacket and enjoyed the nice weather.

"You are very powerful," the Sun said to the North Wind, "but you use **violence** in your **bid** to appear strong. You should think of an **alternative**. The strongest people don't use force to get what they want."



Reading Comprehension

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The North Wind thought that he was stronger than everyone else.

____

2. ____ The North Wind blew the jacket off of the man.

____

3. ____ The North Wind treated the Sun with disrespect.

____

4. ____ The Sun was the target for the North Wind.

____

5. ____ The Sun was timid and did not teach the North Wind a lesson.

____

6. ____ The North Wind used violence in his bid to be powerful.

____

PART B **Answer the questions.**

1. Why was the North Wind so full of enthusiasm?
   a. He thought he was all-powerful.
   b. He was very rich.
   c. He was the people's favorite.
   d. He was going on a date.

2. Why did the North Wind fill his lungs with air?
   a. To avoid conflict
   b. To find an alternative to violence
   c. To help his muscles
   d. To blow air at his target

3. How was the North Wind causing mischief?
   a. By hurting the Sun
   b. By leaning on a tree
   c. By blowing harsh wind at the man
   d. By walking along the terrain

4. What happened in the meantime while the Sun and the North Wind were talking?
   a. The man started to laugh.
   b. The man felt the cold air currents.
   c. The man took off his jacket.
   d. The man began walking along the avenue.

UNIT 13

Word List



affect [əfékt] *v.*

To **affect** someone or something is to have an influence over them.

→ *The student's poor attitude **affected** the other students in the class.*



autograph [ɔ́:təgræ̀f] *n.*

An **autograph** is the written name of a famous person.

→ *Everybody wanted the movie star's **autograph**.*



bead [bi:d] *n.*

A **bead** is a drop of liquid.

→ ***Beads** of water collected outside the glass.*



brew [bru:] *v.*

To **brew** coffee or tea means to pour hot water over it.

→ *Please **brew** a fresh pot of coffee.*



charm [tʃɑ:rm] *v.*

To **charm** someone is to please them with your personality.

→ *Gail **charmed** everyone with her humorous stories.*



destiny [déstəni] *n.*

A **destiny** is all the things that happen or will happen to a person in their life.

→ *It was his **destiny** to become a great singer.*



horn [hɔ:rn] *n.*

A **horn** is a device that makes a loud noise.

→ *The boy honked his **horn** while he rode his bicycle past the house.*



irritable [írətəbəl] *adj.*

When someone is **irritable**, they become annoyed or angry very easily.

→ *She is **irritable** when she doesn't get enough sleep.*



lag [læg] *v.*

To **lag** behind is to move slowly behind other moving objects.

→ *The girl on rollerblades **lagged** behind the little girl on the bicycle.*



maximize [mǽksəmàiz] *v.*

To **maximize** something means to make it the biggest in size or amount.

→ *Businesses try to **maximize** their profits.*



nightmare [náitmɛ̀əːr] *n.*

A **nightmare** is a bad or scary dream.

→ *The girl was scared to go back to sleep because she had a* ***nightmare****.*



nutritious [nju:tríʃəs] *adj.*

When something is **nutritious**, it helps the body stay healthy.

→ *Mangoes are one of the most* ***nutritious*** *fruits in the world.*



protein [próutiːn] *n.*

Protein is a substance that is necessary for the body to grow and be strong.

→ *Fish and beef are good sources of* ***protein****.*



signature [sígnətʃəːr] *n.*

A **signature** is your name that you have written in your own way.

→ *I put my* ***signature*** *at the end of the letter.*



stuff [stʌf] *n.*

Stuff is a word used to refer to things without mentioning the things by name.

→ *We gave a lot of* ***stuff*** *to the charity.*



subconscious [sʌbkάnʃəs] *adj.*

When something is **subconscious**, it is done without thinking about it.

→ *Breathing is one of the* ***subconscious*** *things that the body does.*



van [væn] *n.*

A **van** is a vehicle that is used for carrying things but is smaller than a truck.

→ *The delivery company uses large* ***vans*** *to deliver packages.*



warn [wɔːrn] *v.*

To **warn** someone is to make them know of possible danger in the future.

→ *The lifeguard* ***warned*** *people to stay away from the rough ocean.*



workout [wə́ːrkàut] *n.*

A **workout** is an exercise routine that helps improve health.

→ *She doesn't do her* ***workout*** *on the weekends.*



zoom [zuːm] *v.*

To **zoom** is to move quickly.

→ *The cars* ***zoomed*** *along the road.*

Exercise 1

Choose the right definition for the given word.

1. irritable
   a. to please b. to get angry easily c. having a routine d. healthy
2. zoom
   a. to move quickly b. dangerous c. healthy d. to attract
3. subconscious
   a. not aware b. handwritten c. bad dream d. pleasing
4. charm
   a. to please b. to make a noise c. to exercise d. to influence
5. brew
   a. to make coffee b. to move slowly c. to have a routine d. to attract

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Mary asked for the singer's <u>handwritten name</u>.
   ____
2. He isn't allowed to watch scary movies because they give him <u>bad dreams</u>.
   ____
3. Push everything to one side to <u>make the most of</u> the space of the gymnasium.
   ____
4. He borrowed a <u>truck-like vehicle</u> to help him move some of his furniture.
   ____
5. Ellen wanted to get to the gym and try a new <u>exercise routine</u>.
   ____
6. Harriet doesn't like talking to Jesse when he's <u>easily annoyed</u>.
   ____
7. The cars honked their <u>devices for making noises</u> while they waited in traffic.
   ____
8. If you don't start trying harder, you will <u>move slowly</u> far behind the rest of us.
   ____
9. The sign <u>makes aware</u> of bears in the area.
   ____
10. Mother cooks me a <u>healthy</u> breakfast every morning.
   ____

Exercise 3

Choose the answer that best fits the question.

1. This is a good source of protein?
   a. Vegetables
   b. Tea
   c. Beef
   d. Sugar

2. Stuff can be best described as what?
   a. Sports equipment
   b. A collection of unnamed things
   c. A computer
   d. Socks and shoes

3. What is the most nutritious snack below?
   a. An apple
   b. French fries
   c. A candy bar
   d. Ice cream

4. What is something you might put your signature on?
   a. A business letter
   b. A birthday cake
   c. Your hand
   d. The water

5. If you lag behind your friends, you ______.
   a. are slower than them
   b. are heavier than them
   c. wait for them
   d. don't care about them

6. What are things that happen and will happen in a person's life?
   a. Their workout
   b. Their destiny
   c. Their stuff
   d. Their autograph

7. Which of the following is similar to a small truck?
   a. A van
   b. A horn
   c. A charm
   d. A lag

8. What is a small drop of water called?
   a. Bead
   b. Signature
   c. Protein
   d. Nutritious

9. What does it mean to have influence over something?
   a. To charm
   b. To maximize
   c. To brew
   d. To affect

10. What are fire alarms meant to do?
    a. Make people irritable
    b. Give children nightmares
    c. Warn people
    d. Zoom past people

The Big Race

Alex woke up scared because of a **nightmare**. In it, he was running a race. Just before he reached the finish line, he fell. Alex thought that it was a **subconscious** way that his brain was trying to **warn** him about something. He was going to run in a race that day. Did the dream mean he was going to lose? He became **irritable**.

"Good morning," said Alex's mother. "I **brewed** some coffee and made you a special breakfast." Alex didn't want it. It had too much sugar. He needed something **nutritious**. So he prepared a meal that contained a lot of **protein** to **maximize** his energy for the race. Then his father asked, "Do you want help packing your **stuff**?" "No," replied Alex. He wanted to make sure that he had all of his equipment for the race.

Alex's family got in their **van** and drove to the track. When they arrived, a boy ran toward Alex. "Can I have your **autograph**?" asked the boy. Alex had many fans. He usually **charmed** everybody he spoke to. However, today Alex refused to give the boy his **signature**. He needed to think about his race.

He took his jump rope from his bag and started his usual **workout**. Maybe exercising would help him forget about the nightmare. "The race is about to start," said the coach. **Beads** of sweat formed out of Alex's sweat glands. All he could think about was his terrible dream. He thought it might be his **destiny** to become a loser. While he was thinking, he didn't hear the **horn** that meant the race had started.

The runners **zoomed** toward the finish line. By the time Alex started, he **lagged** far behind everyone. He couldn't run fast enough to catch up to the others. He had lost the race! He shouldn't have let the nightmare **affect** him. He should have stayed focused on the race.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Alex had a nightmare that he forgot his stuff at home.

____

2. ____ The dream made Alex irritable on the day of the race.

____

3. ____ Alex wanted to eat something with a lot of sugar for breakfast.

____

4. ____ Alex did a workout with his jump rope to help him feel less nervous.

____

5. ____ Beads of sweat formed out of Alex's sweat glands.

____

6. ____ Alex lagged behind while the other runners zoomed past him.

____

PART B Answer the questions.

1. What did Alex think his destiny might be?
   a. To become irritable
   b. To become a loser
   c. To maximize energy
   d. To have nightmares

2. What did Alex's father offer to help him do?
   a. Clean the beads of sweat
   b. Charm the fans for him
   c. Pack his stuff
   d. Brew some coffee

3. What did the boy at the track ask Alex for?
   a. His protein
   b. His autograph
   c. His prize
   d. His bag

4. What was Alex so affected by that he lost the race?
   a. His nightmare
   b. His nutritious meal
   c. The horn
   d. His signature

UNIT 14

Word List



brick [brik] *n.*

A **brick** is a block of hard clay that is used for building things, such as walls.

→ *There were several **bricks** scattered on the ground.*



crumble [krʌ́mbl] *v.*

To **crumble** means to break or fall apart into small pieces.

→ *The old house's walls **crumbled** into a pile of rock and wood.*



dough [dou] *n.*

Dough is a mixture of flour and water that becomes bread when baked.

→ *I made heart-shaped cookies from the **dough**.*



express [iksprés] *v.*

To **express** a feeling or idea means to show others how one thinks or feels.

→ *The nurse **expressed** her sympathy for the sick patient.*



fist [fist] *n.*

A **fist** is a hand with fingers bent in toward the palm.

→ *The bully made a **fist** and threatened to hit the small boy.*



flexible [fléksəbəl] *adj.*

If something is **flexible**, then it can bend easily without breaking.

→ *The tree branch was so **flexible** it could be bent into a circle and not break.*



flush [flʌʃ] *v.*

To **flush** means the face becomes red due to heat, illness, or emotion.

→ *After the long race, the runner's face was **flushed**.*



injure [índʒər] *v.*

To **injure** someone means to damage a part of their body.

→ *The car crash **injured** two people.*



lump [lʌmp] *n.*

A **lump** is a small piece of something that is solid.

→ *The artist took a **lump** of clay and turned it into a beautiful pot.*



mixture [míkstʃəːr] *n.*

A **mixture** is something that is made by mixing other things together.

→ *The walls were built using a **mixture** of water, rock, and dirt.*



reconcile [rékənsàil] *v.*

To **reconcile** means to return to a friendly relationship.

→ *After arguing, the two friends were **reconciled** with each other.*



ruin [rú:in] *v.*

To **ruin** something means to harm or damage it greatly.

→ *Our walk in the park was **ruined** by the sudden rain.*



shatter [ʃǽtə:r] *v.*

To **shatter** something means to break it suddenly into many tiny pieces.

→ *When the ball hit the window, the glass **shattered**.*



shutter [ʃʌ́tə:r] *n.*

Shutters are wooden or metal covers in front of a window.

→ *Mr. Smith closed the **shutters** every night to make his bedroom dark.*



sift [sift] *v.*

To **sift** something means to remove all the large pieces.

→ *The baker **sifted** the flour into a large bowl.*



slight [slait] *adj.*

If something is **slight**, then it is small or minor.

→ *There was only a **slight** change in the little boy's height.*



sparkle [spɑ́:rkəl] *v.*

To **sparkle** means to shine brightly with quick flashes of light.

→ *The stars **sparkled** in the winter night's sky.*



sprinkle [spriŋkəl] *v.*

To **sprinkle** means to scatter something all over something else.

→ *He **sprinkled** the pasta with salt and black pepper.*



stale [steil] *adj.*

If food is **stale**, then it is not fresh but dry, hard, and not good to eat.

→ *The cookies sat on the table so long that they became **stale**.*



utter [ʌ́tər] *v.*

To **utter** a word or a sound means to say it.

→ *The lost boy was so scared that he could barely **utter** a single word.*

Exercise 1

Choose the right definition for the given word.

1. ruin
   a. to damage
   b. to hate
   c. to fly
   d. to cook

2. brick
   a. a fast car
   b. a hard piece of clay
   c. a best friend
   d. a favorite kind of toy

3. sprinkle
   a. to scatter
   b. to create
   c. to mend
   d. to agree

4. injure
   a. to run
   b. to fall
   c. to hurt
   d. to roast

5. slight
   a. growing
   b. minor
   c. quick
   d. risky

Exercise 2

Choose the answer that best fits the question.

1. How would a man show others an emotion?
   a. By flushing it
   b. By injuring it
   c. By ruining it
   d. By expressing it

2. Which of the following says that two former enemies become friends again?
   a. To reconcile
   b. To shatter
   c. To utter
   d. To sparkle

3. How would you describe a girl who can stretch her leg behind her head?
   a. A little bit stale
   b. Very flexible
   c. More than slight
   d. Ready to crumble

4. Which of these would you use to make bread?
   a. A brick
   b. Some dough
   c. A fist
   d. A lump

5. Which word describes something usually found on windows?
   a. Mixture
   b. Crumble
   c. Slight
   d. Shutters

Exercise 3

Choose the word that is the better fit for each blank.

1. brick / lump

   Before the project, the clay was one big ___________. But when he was finished, he made a perfectly square ___________.

2. reconciled / uttering

   Five minutes ago, the two senators were ___________ insults at each other, but now they have ___________ because they both agree with the new law.

3. shutters / sparkled

   In the middle of the night, she got out of bed and opened the ___________. She gazed at the sky where the stars ___________ like tiny fires.

4. flushed / stale

   The rice was not eaten soon enough, so it tasted ___________. It made me feel sick and my face became ___________.

5. crumbled / dough

   The cook picked up the block of cheese and ___________ it into little pieces. Then he mixed them with the ___________ before placing it in the oven.

6. sift / shattered

   When he started to ___________ the flour into the bowl, he slipped and dropped it. The bowl hit the ground and ___________.

7. fist / flexible

   He hit the punching bag with his ___________. Since the bag was ___________, it did not break.

8. sprinkle / mixture

   The ___________ of ice cream and chocolate tastes good, but it will be even better if you ___________ sugar on the top of it.

9. slight / expressed

   The doctor ___________ a lot of concern for my hurt ankle, but I told him the pain was only ___________.

10. ruined / injured

    The ship was ___________ when it crashed into the island. Even though it was greatly damaged, none of the passengers were ___________.

The Brothers and the Bread



Two brothers wanted to go outside and play. However, because the only bread in the house was **stale**, their mother told them they needed to bake fresh bread.

"I have to have the car repaired," she said. "When I return, if the bread is ready, you can play."

The brothers hurried to prepare the bread, but not carefully. They didn't **sift** the flour. They were careless and **sprinkled** too much salt into the **mixture**. The **dough** needed to be soft and **flexible**, but the salt made it into a **lump** that was as hard as a **brick**.

The younger brother **uttered** a sigh. "Now we have to start again," he said.

"No, we don't," the older brother replied. "I'll fix it. I just need to make the dough flat again and add water to it."

He decided to hit the ball of dough with his **fist** to make it flat. But he hit it so hard that it flew right off of the table and knocked over a glass, which **shattered**. The dough then crashed into the kitchen window's **shutters** and **crumbled**. Luckily, the brothers were not **injured**, but they did make a huge mess.

A **slight** mistake now became a major problem. The brothers had **ruined** the kitchen. Just then their mother returned. She saw the mess and became **flushed** with anger.

"Now you can't play," she said. "Instead, you have to clean the kitchen. I want this kitchen to be so clean that it may **sparkle**!"

The brothers cleaned the floor and **expressed** their sorrow to their mother. Soon, they were **reconciled**. But there was no bread, and it was too late to play. They realized that trying to do something quickly often makes more work.





Reading Comprehension

UNIT 14

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Because the bread was stale, the mother wanted them to bake fresh bread.

____

2. ____ The dough became a lump that was as hard as a brick.

____

3. ____ The bread needed to be hard and sturdy.

____

4. ____ The older brother uttered a sigh.

____

5. ____ The brothers had to clean the kitchen, so it may sparkle.

____

6. ____ A major mistake only caused a slight problem.

____

PART B Answer the questions.

1. What made the dough into a hard lump?
   a. Not putting in enough water
   b. Using too much salt
   c. Expressing sadness
   d. Not sifting the flour

2. What happened when the older brother hit the dough with his fist?
   a. The dough hit the shutters.
   b. A glass shattered.
   c. The brothers were injured.
   d. The dough crumbled.

3. Why was the mother flushed with anger?
   a. The dough was hard.
   b. The kitchen was ruined.
   c. The brothers sighed.
   d. The repair shop was closed.

4. When were the brothers reconciled with their mother?
   a. As she made fresh bread
   b. When she returned from the store
   c. Before she left the house
   d. After they cleaned the kitchen

UNIT 15

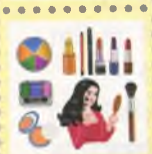
Word List



although [ɔ:lðóu] *conj.*

You use **although** to say that one thing is contrasted by another.

→ ***Although*** *she was late, her friends gave her a warm welcome.*



apply [əplái] *v.*

To **apply** something means to put it on.

→ *She always* ***applies*** *makeup to her face before going outside.*



await [əwéit] *v.*

To **await** something means to wait for it.

→ *The players* ***awaited*** *the judge's decision.*



beloved [bilʌ́vid] *adj.*

When something is **beloved**, it is very special and you like it very much.

→ *The boy took a nap next to his* ***beloved*** *cat.*



bury [béri] *v.*

To **bury** someone or something means to put them in the ground.

→ *They* ***buried*** *their grandfather under his favorite tree after he died.*



climate [kláimit] *n.*

A **climate** is the usual weather in a place.

→ *The* ***climate*** *in the desert is very hot.*



complain [kəmpléin] *v.*

When you **complain**, you say that you are unhappy about something.

→ *The workers* ***complained*** *that they were being treated unfairly.*



confuse [kənfjú:z] *v.*

To **confuse** someone means to make them feel like they are unsure.

→ *The sign* ***confused*** *the traveler because it pointed in two directions.*



due [dju:] *adj.*

When something is **due**, it is expected to happen or be done at that time.

→ *The papers were* ***due*** *on the 19th.*



entire [entáiər] *adj.*

When you talk about an **entire** thing, you are talking about the whole thing.

→ *He was so hungry that he ate the* ***entire*** *pizza by himself.*



establish [istǽbliʃ] *v.*

To **establish** something means to create it.

→ *He wanted to **establish** a club for people to help the Earth.*



furnace [fə́:rnis] *n.*

A **furnace** is a place where heat is made.

→ *Mr. Jones came to fix the **furnace**.*



leash [li:ʃ] *n.*

A **leash** is a rope or chain that is used to lead an animal.

→ *A lot of dogs must wear a **leash** to keep them from running away.*



mature [mətjúə:r] *v.*

To **mature** means to grow up to become an adult.

→ *When they **matured,** they became as tall as their parents.*



measure [méʒə:r] *v.*

To **measure** something means to find out the quality, value, or effect of it.

→ *The scientists carefully **measured** the amount of chemicals in the tubes.*



midst [midst] *n.*

The **midst** of something is the middle of it.

→ *She was in the **midst** of cleaning when the telephone rang.*



misery [mízəri] *n.*

Misery is extreme suffering.

→ *There was a lot of **misery** after Sam lost his dog.*



prior [práiər] *adj.*

When something happened **prior** to something else, it happened earlier.

→ *Ron had to wait since he arrived **prior** to the scheduled meeting time.*



research [risə́:rtʃ] *n.*

Research is close and careful study to discover new things.

→ *Scientists did a lot of **research** on the subject of blood type.*



variety [vəráiəti] *n.*

A **variety** of something is a group of many different kinds of it.

→ *There are a **variety** of flowers at the shop.*

Exercise 1

Choose the word that is a better fit for each blank.

1. research / await

After weeks of hard work, the scientists must __________ the results of their __________.

2. misery / beloved

After the death of her __________ pet, the woman felt nothing but __________ for many weeks.

3. complained / variety

The store had a __________ of canned vegetables, but the man __________ that they didn't have his favorite brand.

4. due / confused

The new schedule __________ passengers who thought the train was __________ at 8 a.m.

5. climate / establish

The island was a great place to __________ a hotel since the __________ was warm throughout the year.

6. although / prior

__________ he had a lot of bad luck in the past, he refused to let __________ events stop him from moving forward.

7. furnace / entire

The __________ was turned up to the highest temperature, but it couldn't heat the __________ room.

8. mature / midst

In the __________ of a terrible war, the young boys had to __________ quickly.

9. measured / leash

To make sure the dog's __________ was long enough, Bob took out a ruler and __________ it.

10. buried / apply

She insisted that they __________ her mother's favorite perfume before they __________ her.

Exercise 2

PART A Match the phrases to make complete sentences.

1. **Although** he didn't know how to dance, ______.
2. A **furnace** keeps ______.
3. Florida's warm **climate** makes ______.
4. He wanted to **establish** ______.
5. The train was **due** to arrive at ______.
6. A lot of **research** is needed ______.
7. Shoppers have a **variety** of ______.
8. In the **midst** of the game ______.
9. A **leash** keeps ______.
10. Her **beloved** sister ______.

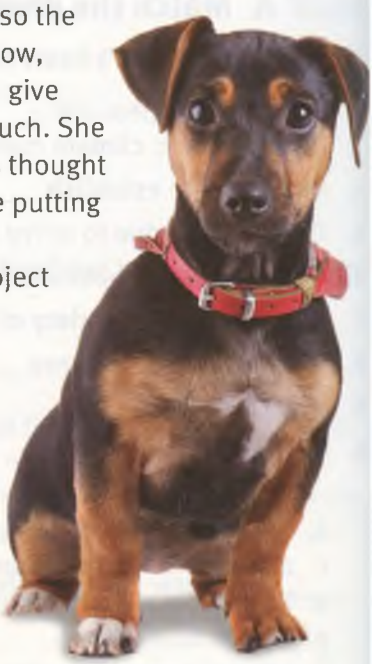
a. he went to the party anyway
b. before new medicines can be created
c. a school for blind children
d. a room warm during the winter
e. a dog from running away
f. many travelers want to vacation there
g. always calmed her
h. the team's best player had to be replaced
i. around seven in the morning
j. food to choose from at the store

PART B Match the clauses to make complete sentences.

1. To determine if the new drug was safe, ______.
2. His newest book did not sell well, ______.
3. He wanted to finish the race, ______.
4. He lost his map, ______.
5. The soup was cold, ______.
6. Sue was very silly as a child, ______.
7. No one could find the treasure ______.
8. He said he would write to her, ______.
9. She wanted to look older, ______.
10. They were thirsty, ______.

a. scientists **measured** all the effects
b. but his **prior** works were very successful
c. because the pirate had **buried** it
d. so she **applied** makeup to her face
e. but the pain in his ankle gave him too much **misery**
f. so she patiently **awaited** his letters
g. so they drank the **entire** bowl of punch
h. so the diners **complained** to the waiter
i. but she became more serious as she **matured**
j. so he became **confused**

Laika, the Space Dog



One of the world's most **beloved** space travelers was also the furriest. Laika was a little dog living on the streets of Moscow, Russia. She **matured** on the streets because no one would give her a home. She had to learn how to live without eating much. She found ways to keep warm in a very cold **climate**. Scientists thought a tough dog like Laika would do well in a project they were putting together.

In a **prior** launch, Russia had put the first man-made object into space. Now, scientists wanted to see if a living thing could go to space. **Although** many facts about space had been learned, they weren't enough to help send humans to space safely.



Laika and two other dogs were chosen to help scientists with their **research**. The animals were used in a **variety** of tests. In the end, though, only Laika would go to space. On November 3, 1957 the Sputnik 2 spaceship was **due** to leave Earth.

Scientists carefully **applied** wires to Laika's skin to **measure** her body's reactions once she got into space. Laika also wore a special **leash**. Without it, she would float around in the spaceship. Soon after, Laika left the planet. Scientists on Earth **awaited** information from the ship.

But in the **midst** of so much excitement, something very sad happened. Scientists were able to tell that Laika was under a lot of stress. The trip **confused** and scared her. Laika's **entire** ship had become as hot as a **furnace**. Scientists were powerless to help the dog in her **misery**. After about five hours, Laika died.

Some have **complained** that the little dog should never have been used in the mission. Scientists knew that she would not survive the trip. Laika was never **buried**, but a memorial has been **established** in Moscow. There are many songs and books about her, too. It seems that Laika became a hero to many people.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Scientists did a variety of tests for research before the Sputnik 2 was due to leave.

____

2. ____ Wires were applied to Laika's leash so that scientists could find the ship.

____

3. ____ Although Laika could not be buried, a spaceship was established in her honor.

____

4. ____ In the midst of the scientists' excitement, Laika's ship became too hot.

____

5. ____ In a prior launch, scientists sent two other dogs into space.

____

6. ____ Many people complained that Laika should not have gone to space.

____

PART B Answer the questions.

1. Why did scientists choose Laika for the mission?
   a. She was tough.
   b. She was a beloved space traveler.
   c. The trip to space confused her.
   d. She needed to wear a special leash.

2. Why did Laika die during the trip?
   a. The ship became as hot as a furnace.
   b. The scientists were under a lot of stress.
   c. Living things cannot survive in space.
   d. The scientists didn't get information from her.

3. Scientists made Laika wear a special leash because they ______.
   a. were awaiting information from the ship
   b. were not able to bury her
   c. didn't want her to float around the ship
   d. needed to adjust the climate

4. Why did scientists apply wires to Laika's skin?
   a. To measure her body's reactions
   b. To allow her to mature
   c. To take her for the entire trip
   d. To return her to Earth

UNIT 16

Word List



altogether [ɔ:ltəgéðər] *adv.*

If something happens **altogether,** it happens completely.

→ *The company stopped using sugar **altogether** in its food.*



bind [baind] *v.*

To **bind** is to bring people together.

→ *The victims of the flood were **bound** by their need to help each other.*



bruise [bru:z] *n.*

A **bruise** is a dark mark caused by being hit by something.

→ *She got a **bruise** on her knee from falling down.*



custom [kʌ́stəm] *n.*

A **custom** is a way of doing things that has been the same for a long time.

→ *It is a **custom** that the bride and groom have the first dance.*



disobedient [dìsəbí:diənt] *adj.*

When someone is **disobedient,** they do not follow the rules or instructions.

→ *The **disobedient** children didn't listen to their mother and had an accident.*



foresee [fɔ:rsí:] *v.*

To **foresee** something is to know about it before it happens.

→ *The teacher didn't **foresee** any problems with her large class.*



glimpse [glimps] *v.*

To **glimpse** something is to see it for a short time.

→ *She **glimpsed** outside the window as the plane was about to land.*



hoop [hu:p] *n.*

A **hoop** is a ring that is made of plastic, metal, or wood.

→ *The boys tried to toss the ball through the basketball **hoop**.*



misfortune [misfɔ́:rtʃən] *n.*

Misfortune is bad luck or an unlucky event.

→ *His family helped him when he encountered **misfortune**.*



negative [négətiv] *adj.*

When something is **negative,** it is unpleasant or sad.

→ *She doesn't like to say **negative** things about her friends.*



per [pər] *prep.*

Per is used to mean "each" when giving a price, size, or amount.

→ *It costs $8 **per** person to watch the baseball game.*

plead [pli:d] *v.*

To **plead** is to ask for something you want very badly.

→ *He **pleaded** for his parents to let him go to the soccer game.*

rip [rip] *v.*

To **rip** something means to pull it apart.

→ *She **ripped** the paper in half by accident.*

sake [seik] *n.*

The **sake** of something is the reason for doing it.

→ *The parents worked hard for their children's **sake**.*

scrape [skreip] *v.*

To **scrape** something is to rub it very hard with something sharp.

→ *I accidentally **scraped** the paint off the side of the car.*

source [sɔ:rs] *n.*

A **source** of something is the place that it comes from.

→ *The river was the **source** of drinking water for the village.*

stern [stə:rn] *adj.*

When somebody is **stern**, they are very serious.

→ *The **stern** teacher didn't allow the students to speak during class.*

stitch [stitʃ] *v.*

To **stitch** is to use a needle and thread to join pieces of cloth together.

→ *My grandmother **stitched** the pieces together to make a big blanket.*

thump [θʌmp] *n.*

A **thump** is the sound of a heavy object falling.

→ *They heard the **thump** when the bowling ball hit the floor.*

vehement [vi:əmənt] *adj.*

When somebody is **vehement**, they are angry and emotional.

→ *Gina was **vehement** when she found out that Liz was bad in school.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **negative / misfortune**

   Greg had the ___________ of falling in a pool, though he didn't know how to swim. The experience left him with ___________ feelings about swimming pools.

2. **bruise / altogether**

   After one day, the ___________ on her lip began to go away. In a week, it had disappeared ___________.

3. **per / sake**

   For the ___________ of fairness, we tried to divide the pizza equally. One pizza was enough to give three slices ___________ person.

4. **disobedient / pleaded**

   A woman ___________ with the child to behave in the store. The child, however, continued to be ___________.

5. **source / glimpsed**

   They walked past a large river, which the guide said was the ___________ of a waterfall. They finally ___________ the waterfall when they reached the bottom of the hill.

6. **stitched / hoop**

   The girl wanted to make her plastic ___________ look pretty, so she ___________ cloth around it.

7. **custom / bind**

   The family was ___________ tightly. For example, on Saturdays, it was their ___________ to go to the park together.

8. **stern / ripped**

   The ___________ teacher was angry to see the students passing notes. She took the note from the students and ___________ it into pieces.

9. **thump / scraped**

   The boy lost his balance and fell with a ___________. When he got up, he noticed that he'd ___________ his elbow.

10. **vehement / foresee**

    The coach didn't ___________ the loss for his team. So, after the game, he was ___________.

Exercise 2

PART A Match the phrases to make complete sentences.

1. Kelly had the **misfortune** of breaking ______.
2. The **disobedient** dog ran away ______.
3. She felt **bound** to her friends because she had ______.
4. The weatherman didn't **foresee** any ______.
5. The family had a **custom** of ______.
6. She **glimpsed** at his painting ______.
7. Charlie **ripped** the paper in half and ______.
8. Jasmine **pleaded** with her teacher ______.
9. Leslie **scraped** the ice ______.
10. George was **vehement** about being allowed ______.

a. gave one piece to his friend
b. bad weather this weekend
c. from its owner at the park
d. off the window
e. to give her a better grade
f. known them for a long time
g. to use the computer
h. eating dinner early on Sundays
i. her arm before the competition
j. before it was completed

PART B Match the clauses to make complete sentences.

1. There was a tear in my shirt, ______.
2. She dropped the scissors on the carpet, ______.
3. His parents were strict, ______.
4. The website was good, ______.
5. The fight was horrifying, ______.
6. I enjoy soda, ______.
7. He went to school despite being sick ______.
8. They used a different system ______.
9. He liked showing off, ______.
10. He fell down the stairs, ______.

a. so he tried jumping through the **hoop**
b. because the **sake** of his grade depended on it
c. but only 2 cans **per** week
d. so my mom **stitched** it back together
e. so he had **bruises** on his arm
f. that was **altogether** different from mine
g. it filled him with **negative** dreams
h. because **stern** rules built character
i. so there was a slight **thump**
j. but the **sources** were unreliable

Gwen's New Friends

Gwen walked into the gym for her next class. Coach Peeves said, "Today, we're playing basketball. The **custom** is to let you choose your own teams. However, we're going to do things differently."

The coach assigned each girl to a team. There were six girls **per** team. Gwen **glimpsed** at her teammates. She didn't know any of them. All of her friends were on the other teams. She couldn't believe her **misfortune**.

"I feel sick. May I go to the nurse?" asked Gwen.

The coach could **foresee** Gwen's excuses. It wasn't the first time Gwen tried to leave class. With a **stern** voice, the coach said, "No."

Gwen was **vehement**. "I don't know any of these girls! Let me play on another team. Please!" she **pleaded**.

"Gwen, don't be **disobedient**. I don't want to hear any more **negative** comments from you."

Gwen had no choice. Then a girl smiled at her. "Hi, I'm Stephanie. I was in your English class last year," she said. Gwen remembered her. "For the **sake** of the team, please try your best. I know you're a good player," said Stephanie.

When the game started, Gwen played as best as she could. She took a long shot. The ball sailed through the air and went right through the **hoop**!

"That was awesome!" said one of her teammates. Later, Gwen fell with a loud **thump**.

"Are you OK?" asked her teammates. They were worried. She had **ripped** her jeans. She had **scraped** her knee and had a small **bruise**.

Gwen told her teammates, "My knee is fine, and I can **stitch** my pants later. Let's keep playing!"

By the end of the game, Gwen forgot **altogether** that she hadn't wanted to play, and her team won! The victory **bound** Gwen's team together. She had made a lot of new friends, and they were a **source** of happiness for her for many years.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The custom was to allow the girls to choose their own teams.

____

2. ____ Gwen told her teammates that she could stitch her pants later.

____

3. ____ There were eight girls per team.

____

4. ____ Gwen pleaded to be on another team that had some of her friends.

____

5. ____ Stephanie asked Gwen to lose on purpose for the sake of the team.

____

6. ____ Gwen ripped her jeans, scraped her knee, and got a bruise when she fell.

____

PART B Answer the questions.

1. Why did Coach Peeves speak to Gwen in a stern voice?
   a. For falling with a thump
   b. For making negative comments
   c. For choosing her own team
   d. For having misfortune

2. How did Gwen know Stephanie?
   a. They were old friends.
   b. They were vehement.
   c. They could foresee the team.
   d. They had an English class together.

3. What happened after Gwen's shot went through the hoop?
   a. She faced the stern coach.
   b. Her teammate said it was awesome.
   c. She changed teams.
   d. She forgot about the rules altogether.

4. How were the girls on Gwen's team bound together?
   a. They were all disobedient.
   b. They won the game.
   c. They chose a new team.
   d. They all had bruises.

UNIT 17

Word List



civilization [sìvəlizéiʃən] *n.*

A **civilization** is an organized group of humans that have culture and government.

→ *Most early **civilizations** in Central America didn't use metal weapons.*



convenient [kənví:njənt] *adj.*

When something is **convenient**, it is easy to do and does not take a lot of work.

→ *The bus is a **convenient** way to get to school.*



den [den] *n.*

A **den** is a living space for some types of animals, such as lions.

→ *The mother lion left her babies in the **den**.*



dew [dju:] *n.*

Dew is the drops of water that form on the ground outside during the night.

→ *When we woke up, we saw that the grass was covered in **dew**.*



drastic [drǽstik] *adj.*

When something is **drastic**, it is extreme or major.

→ *She made a **drastic** decision to get her long hair cut short.*



exit [égzit] *v.*

To **exit** means to leave.

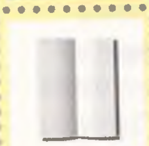
→ *The students **exited** through the front door.*



flock [flɑk] *n.*

A **flock** is a group of animals, such as birds, sheep or goats.

→ *There was one black sheep in the entire **flock**.*



fold [fould] *v.*

To **fold** is to bend something like paper or cloth so that it takes up less space.

→ *I **folded** the paper and put it in my pocket.*



lid [lid] *n.*

A **lid** is a top for a box or container that can be removed.

→ *He lifted the **lid** of the box and revealed her present.*



loom [lu:m] *v.*

To **loom** is to seem very large and often scary.

→ *The ominous clouds **loomed** over the school.*



mighty [máiti] *adj.*

When something is **mighty,** it is strong and large.

→ *The **mighty** wrestler scared all who faced him.*



mushroom [mʌ́ʃru(:)m] *n.*

A **mushroom** is a fungus with a round top. Some are used as food.

→ *The soup had fresh **mushrooms** in it.*



native [néitiv] *adj.*

When something is **native,** it is originating in a certain place or area.

→ *Avocadoes are **native** fruits of Mexico.*



poison [pɔ́izən] *n.*

Poison is a dangerous substance that causes illness or death.

→ *They used **poison** to get rid of the rats in their home.*



reed [ri:d] *n.*

Reeds are tall and skinny plants that grow in groups near water.

→ *The sun set behind the **reeds** of the lake's shore.*



shield [ʃi:ld] *v.*

To **shield** something is to protect it.

→ *She **shielded** her eyes from the sun with sunglasses.*



stormy [stɔ́:rmi] *adj.*

Stormy describes something affected or characterized by storms.

→ *The golfers decided to go home because of the **stormy** weather.*



sway [swei] *v.*

To **sway** is to move slowly from side to side.

→ *She **swayed** while she listened to the music.*



urban [ə́:rbən] *adj.*

When something is **urban,** it is related to the city.

→ *Subways are an important form of **urban** transportation.*



wade [weid] *v.*

To **wade** is to walk in or pass through water.

→ *The child **waded** in the water at the beach.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **convenient / lid**

   The box had a __________ that was very easy to open. It was a __________ place to store the young girl's toys.

2. **shield / folded**

   When it started raining, I __________ my newspaper in half. Then I carried it over my head to __________ myself from the rain.

3. **exit / urban**

   She wasn't used to spending time in an __________ setting. After only a few days, she was glad to __________ the city.

4. **mighty / civilization**

   The __________ soldier spent three weeks alone in the forest. When he returned to __________, he was stronger than ever.

5. **stormy / swayed**

   The branches of the trees __________ as the wind blew. The wind was stronger than usual because of the __________ weather.

6. **reeds / waded**

   The boys __________ to the middle of the lake. At that point, they couldn't go any further because the __________ grew too thickly.

7. **dew / flock**

   The __________ of geese chose not to land in the field because it was still wet with __________.

8. **poison / drastic**

   Some plants contain __________ that can be eliminated by cooking. The cooking process results in a __________ change to the plant's chemical makeup.

9. **den / mushrooms**

   There was little light inside the __________ where the bears lived. Outside, there was little plant life, just a few __________ and some small weeds.

10. **native / loomed**

    The __________ animals of the island knew how to protect themselves from bad weather. When a storm __________, they immediately ran for cover.

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The plant is filled with <u>a dangerous substance</u>.

   ____

2. The man asked for extra <u>fungus with a round top</u> for his sauce.

   ____

3. My socks got wet when I walked in the <u>drops of water that formed outside</u>.

   ____

4. Madagascar has an interesting group of <u>original</u> animals and plants.

   ____

5. The boy put on a scarf to <u>protect</u> his neck from the cold wind.

   ____

6. Alyssa found a small <u>living place</u> where she thought a rabbit lived.

   ____

7. The man <u>bent</u> the letter and put it into an envelope.

   ____

8. The farmer traded his <u>group of animals</u> of goats for a new horse.

   ____

9. I was not strong enough to lift the <u>top part of the container</u>.

   ____

10. After the movie was over, the audience <u>left</u> through the back door.

    ____

Exercise 3

Choose the answer that best fits the question.

1. What word below best describes a superhero?
   a. Mushrooms b. Dew c. Mighty d. Reeds
2. Something that is easy to do is described as what?
   a. Drastic b. Convenient c. Poison d. Urban
3. What is an activity done in the water?
   a. Sway b. Fold c. Exit d. Wade
4. Which covers a box?
   a. A den b. A lid c. A civilization d. A flock
5. Which word fits best? Koalas are ______ to Australia.
   a. loom b. shield c. stormy d. native

Kara Goes Camping

"Kara, would you like to go camping with my family?" asked Tracy. Kara had never been camping before, but she decided to go anyway. That weekend, they drove to Estes Park. When they arrived, Kara looked around. She felt so far from **civilization**.

After they set up the camp, they went for a walk. Tracy's father, Mr. Grieves, showed them the **native** plants and animals. "Look," he said, "that's a fox's **den**. Do you see that bunch of **mushrooms** next to it. Don't touch them. They contain **poison**." Kara was bored. She didn't care about nature.

As the day went on, **mighty** clouds soon **loomed** in the distance. "It looks like **stormy** weather," said Tracy. "We should go back." It suddnely began to rain. They used an umbrella to **shield** them from the rain. Back at the camp, they ate cold sandwiches for dinner and went to sleep.

By morning, the rain had stopped. It was a **drastic** change from the previous day's weather. They **folded** their sleeping bags and put them in a box. Tracy closed the **lid** and told Kara, "Today will be fun, I promise!" Kara didn't believe her. She missed her **convenient** life in the city. She was used to an **urban** lifestyle.

After breakfast, they went for a walk. The grass was covered with **dew**, and it gleamed in the sunlight. Finally, they reached a lake. Kara and Tracy **waded** into the water. The **reeds** **swayed** in the wind, and a **flock** of birds flew above. Kara felt very peaceful.

That night, they made a fire. They sat around it while Mr. Grieves told scary stories. Kara had a lot of fun. Camping was a good way for friends to spend time together, she realized.

The next day, it was time for them to leave. She felt sad while they **exited** the park. She didn't like camping at first, but she learned how fun it could be over the weekend.



Reading Comprehension

UNIT 17

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Tracy invites Kara to visit a new civilization with her family.

____

2. ____ Tracy's father shows them native plants and animals.

____

3. ____ The group returns to camp because mighty clouds were looming.

____

4. ____ They used an umbrella to shield themselves from the rain.

____

5. ____ The weather was stormy on the second day of camping.

____

6. ____ Kara has a drastic change in opinion about camping at the end of the story.

____

PART B Answer the questions.

1. Which of the following does Kara NOT see during the trip?
   a. A fox's den
   b. A flock of birds
   c. A bunch of mushrooms
   d. An animal with poison

2. What does Kara miss about her urban lifestyle?
   a. It is convenient.
   b. It is easier to sleep.
   c. It is far from civilization.
   d. It isn't covered in dew.

3. What does Kara see swaying in the water?
   a. Birds
   b. Fish
   c. Reeds
   d. Lids

4. How does Kara feel as she exits the park?
   a. Relieved
   b. Angry
   c. Tired
   d. Sad

UNIT 18

Word List



accent [æksent] *n.*

An **accent** is a certain way of speaking that shows where a person is from.

→ *The new teacher's **accent** was clearly a German one.*



barber [bɑ́ːrbər] *n.*

A **barber** is a person whose job is to cut hair.

→ *My hair is getting much too long. I'd better go to the **barber**'s shop.*



basement [béismənt] *n.*

A **basement** of a house or building is a room that is built underground.

→ *They turned their **basement** into a game room.*



blank [blæŋk] *adj.*

When something is **blank**, it does not have anything on it.

→ *She got a **blank** paper to draw on.*



blink [bliŋk] *v.*

To **blink** means to shut the eyes and quickly open them again.

→ *I **blinked** many times so that my eyes could adjust to the bright light.*



choir [kwaiər] *n.*

A **choir** is a group of people who sing together.

→ *He had **choir** practice every day after school.*



comic [kɑ́mik] *adj.*

When something is **comic**, it is funny.

→ *The **comic** actor was famous for his jokes.*



complicate [kɑ́mplikèit] *v.*

To **complicate** something means to make it harder than necessary.

→ *The bad weather **complicated** finishing the job quickly.*



decline [dikláin] *v.*

To **decline** an offer or invitation means to say no to it.

→ *She **declined** his offer to pay for her dinner.*



errand [érənd] *n.*

An **errand** is a trip taken to do a specific activity.

→ *He couldn't go to practice because he had several **errands** to do.*



glove [glʌv] *n.*

A **glove** is a piece of clothing that covers your fingers and hand.

→ *When it gets cold, I always put on a pair of **gloves**.*



hermit [hə́:rmit] *n.*

A **hermit** is one who lives alone and does not spend time with others.

→ *The **hermit** lived a simple life in a small cave in the forest.*



justly [dʒʌ́stli] *adv.*

If something is done **justly**, then it is fair.

→ *We **justly** decided to give the prize to him.*



leather [léðə:r] *n.*

Leather is a material made from animal skin that is used to make clothing.

→ *He got a new **leather** jacket for his birthday.*



ponder [pándər] *v.*

To **ponder** something is to think about it carefully.

→ *She sat in the park and **pondered** her problem.*



reserve [rizə́:rv] *v.*

To **reserve** something means to keep it for a certain person or time.

→ *He **reserved** a table at the busy restaurant.*



script [skript] *n.*

A **script** is the words of a film or play.

→ *He read the **script** of the play three times.*



search [sə:rtʃ] *v.*

To **search** for something or someone means to look for them carefully.

→ *I **searched** the newspaper for a new job.*



slam [slæm] *v.*

To **slam** is to close something hard.

→ *She **slammed** the book shut after she finished reading it.*



staircase [stέərkèis] *n.*

A **staircase** is a set of stairs found inside a building.

→ *The **staircase** leads directly into the kitchen.*

Exercise 1

PART A Choose the right word for the given definition.

1. an underground room
a. accent b. basement
c. a technique d. errand

2. to think about something
a. complicate b. reserve
c. ponder d. slam

3. the written words of a play or film
a. script b. blank
c. barber d. gloves

4. a group that sings
a. hermits b. leather
c. choir d. staircases

5. in a fair way
a. comic b. decline
c. searching d. justly

PART B Choose the right definition for the given word.

1. slam
a. to close loudly b. to be careful
c. to close the eyes d. to save

2. decline
a. to look for b. to say no
c. to be right d. fair

3. hermit
a. clothing for you hands b. something that is funny
c. a trip to do something d. a person who is alone

4. leather
a. a distinct way of speaking b. material used to make clothing
c. an underground room d. a piece of clothing for the hands

5. barber
a. a singing group b. a person who cuts hair
c. a set of stairs d. phrases that form a play

Exercise 2

PART A Match the phrases to make complete sentences.

1. The writer's **comic** stories ______.
2. Donna usually ran **errands** ______.
3. I tried to **reserve** ______.
4. She wanted to join the **choir** ______.
5. A beautiful **staircase** ______.
6. The speaker's strong **accent** ______.
7. Roger **pondered** a long time ______.
8. The **hermit** ______.
9. I remembered to make sure I had my **gloves** ______.
10. The large **basement** ______.

a. after hearing them sing in church
b. made him hard to understand
c. before buying a new car
d. some seats for this week's show
e. always make me laugh
f. makes a great playroom
g. led up to the second floor
h. slept in small cave
i. just before I left the house
j. right before coming home from work

PART B Match the clauses to make complete sentences.

1. I put some medicine in my eyes, ______.
2. The boy's mom yelled at him for getting mud on the couch, ______.
3. He asked Sara to see the scary movie, ______.
4. He spent the period daydreaming. So when he turned in his test, ______.
5. The new play was great ______.
6. I didn't pay attention in class, ______.
7. My hair was a mess, ______.
8. He couldn't stand the sound of the music, ______.
9. Dean and Anne finished the race at the same time, ______.
10. He lost his glasses, ______.

a. because Tony spent a lot of time on the **script**
b. so he cleaned the **leather** couch
c. so I went to see the **barber**
d. so both were **justly** given medals
e. but she **declined**
f. so the homework was very **complicated**
g. it was completely **blank**
h. so he had to **search** for them for an hour
i. so I had to keep **blinking** them
j. so he left the room and **slammed** the door

The School Play

Peter was excited. Next week he was going to audition for the school play. Everybody knew he was a great actor. He was sure he would get the lead role.

Later, his friend Robby asked him, "Have you seen the **script** for the play?"

"Yes. The title is *The Lost **Glove***—it's a **comic** play," replied Peter.

Robby said, "I want to play the part of the **hermit** because the hermit gets to talk with an **accent**!"

"I want the lead role of the **barber**. I didn't know you liked acting. I thought you liked **choir** better," said Peter.

"Acting is also a hobby of mine. Do you want to practice with me? The **basement** at my house is quiet. It's perfect!" Robby replied.

"I don't like practicing with others. It **complicates** the process for me," said Peter.

Actually, Peter didn't want to practice at all. The teacher would surely **reserve** the lead part for him. A few days later, Robby came to his house.

Robby said, "Do you want to practice the scene on the **staircase**? It's the part where the migrant **searches** for a new job."

Peter **declined** the invitation. "I can't today. I need to do some **errands**." Then he **slammed** the door. It was just an excuse. Peter didn't want to help Robby.

On the day of auditions, Peter wore his lucky **leather** jacket. He always got the best part when he wore it. The teacher told him to begin, but his mind was **blank**. He couldn't remember the lines!

A week later, the teacher put a list of the parts on the wall. Peter read the list, looking for his name. He was shocked by what he saw. He **blinked** his eyes and looked again. He didn't get the lead part—Robby did! Peter **pondered** the situation and came to the idea that Robby **justly** received the part. He earned it by practicing. Next time, Peter would practice, too.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The title of the script was *The Big Barber*.

____

2. ____ Robby wanted the part of the hermit because he would get to talk with an accent.

____

3. ____ Robby declined Peter's offer to practice together.

____

4. ____ The scene on the staircase was about the migrant searching for a new job.

____

5. ____ Peter's mind was blank during the audition.

____

6. ____ Peter felt that Robby justly received the lead role.

____

PART B Answer the questions.

1. Why did Peter decide not to practice?
   a. He didn't want the part.
   b. He thought the teacher would give him the role.
   c. He disliked Robby.
   d. He wanted to be in the choir instead.

2. Where did Robby suggest they practice together?
   a. At the school
   b. In his basement
   c. At the theater
   d. In the park

3. What was Peter's first excuse for not practicing with Robby?
   a. He had to run errands.
   b. He had to study for a test.
   c. He said it complicated the process.
   d. Robby lived too far away.

4. What kind of play were the boys auditioning for?
   a. Romance
   b. Comic
   c. Drama
   d. Action

UNIT 19

Word List



afflicted [əflíktid] *adj.*

Afflicted means to suffer physically or mentally.

→ *He was **afflicted** by pain in his right arm.*



aisle [ail] *n.*

An **aisle** is a space between two things that people use to walk.

→ *They were told to clear the **aisle** because the plane was about to land.*



atmosphere [ǽtməsfiər] *n.*

The **atmosphere** is the air around the Earth where weather conditions form.

→ *Scientists worry that harmful substances are hurting the **atmosphere**.*



author [ɔ́:θər] *n.*

An **author** is a person who wrote a certain piece of writing.

→ *The **author** was hard at work on his next novel.*



breakdown [bréikdàun] *n.*

A **breakdown** is a failure to work correctly.

→ *Her car had a **breakdown**, and she wasn't sure how to fix it.*



cargo [kά:rgou] *n.*

Cargo is the items carried by a ship or airplane.

→ *The **cargo** of the ship got wet when it started raining.*



chapter [tʃǽptər] *n.*

A **chapter** is a part of a book that usually has a number or a title.

→ *The first **chapter** of a book usually introduces the main character of a story.*



connect [kənékt] *v.*

To **connect** two things means to join them together.

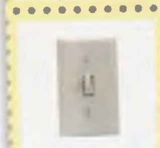
→ *I **connected** the mouse to my laptop computer.*



etc. [etsétərə] *n.*

Etc. is short for "etcetera." It is used to refer to other unspecified objects.

→ *She was going to bring treats to the party: cookies, muffins, cake, **etc.***



flip [flip] *v.*

To **flip** means to press a switch quickly to turn it on or off.

→ *To turn on the lights, just **flip** this switch.*



idle [áidl] *adj.*

If you are **idle**, you are not doing anything.

→ *She read a book to keep from being **idle**.*



notify [nóutəfài] *v.*

To **notify** someone of something is to tell them about it.

→ *The teacher **notified** us about a change to our assignment.*



pea [pi:] *n.*

Peas are a vegetable that is small, round and green.

→ *His favorite food was **peas**.*



raisin [réizən] *n.*

A **raisin** is a dried grape.

→ ***Raisins** are one of my favorite snacks.*



retain [ritéin] *v.*

To **retain** something is to keep it.

→ *Even by the afternoon, the day had **retained** the morning's freshness.*



state [steit] *v.*

To **state** something means to say it in a definite way.

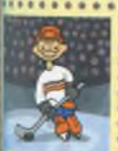
→ *The president **stated** his opinion about the world's health concerns.*



tray [trei] *n.*

A **tray** is a flat plate used to hold food.

→ *The waiter brought our food on a **tray**.*



unfortunate [ʌnfɔ́:rtʃənit] *adj.*

If something is **unfortunate**, it is bad or unlucky.

→ *It was **unfortunate** that Dave's team lost, but he still had fun.*



vivid [vívid] *adj.*

When something is **vivid**, it is bright and colorful.

→ *The figures in the painting were **vivid**.*



vomit [vámit] *v.*

To **vomit** means to have food come up from one's stomach.

→ *It is common for women to **vomit** when they are pregnant.*

Exercise 1

Choose the right definition for the given word.

1. cargo
   a. space b. items c. air d. list
2. retain
   a. to keep b. to join c. to do d. to press a switch
3. vivid
   a. to not work b. bright c. end d. vegetable
4. raisin
   a. division b. grape c. air d. writer
5. idle
   a. doing nothing b. affected c. plate d. to have food come up

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Scientists do not completely understand the <u>air that surrounds the Earth</u>.
   ____
2. The police officer <u>said in a definite way</u> that he arrived at exactly 1:15 PM.
   ____
3. The teacher asked the students to read three <u>divisions in a book</u>.
   ____
4. Carolyn <u>told</u> me that she would be late to the meeting.
   ____
5. His mother brought his food to him on a <u>flat serving plate</u>.
   ____
6. Gina was <u>affected</u> with guilt because her brother got hurt while she watched him.
   ____
7. Islands like Bali, Hawaii, Brunei, <u>and the others similar</u>, rely on tourism.
   ____
8. The flight attendant asked me to keep my bag out of the <u>space between the seats</u>.
   ____
9. The computer's <u>failure to work</u> caused major problems at work.
   ____
10. The <u>person who wrote the book</u> was nice enough to sign my copy of his book.
   ____

Exercise 3

PART A Match the phrases to make complete sentences.

1. Connect your seat belt ______.
2. Patty was **afflicted** by ______.
3. The **cargo** was lost when the door ______.
4. The school will **notify** your ______.
5. The **author** of the book ______.
6. **Flip** the switch ______.
7. After the **breakdown**, ______.
8. Katie said her **peas** were ______.
9. Vanessa had **raisins** ______.
10. The last **chapter** of the book ______.

a. as a snack before dinner
b. she had to get a new car
c. a disease that made her tired
d. has written many others as well
e. when the image comes into view
f. before you begin driving
g. was accidentally opened
h. was the most interesting
i. parents if you are late
j. too sour to eat

PART B Match the clauses to make complete sentences.

1. There were many items that the customer ordered, ______.
2. The manager was unhappy ______.
3. The meat had gone bad, ______.
4. Jay was rushed to the hospital, ______.
5. Her blouse was so colorful when she bought it, ______.
6. Judy danced beautifully, ______.
7. He tried to keep busy, ______.
8. Sammy tried to get through to the bathroom, ______.
9. He sold most of his clothes, ______.
10. Sarah became quite ill ______.

a. but he **retained** his favorite shirt
b. but her **unfortunate** mistake hurt her
c. and it made many people **vomit**
d. but he always found himself being **idle**
e. so she put them on the **tray**
f. because the **atmosphere** was polluted
g. because no one **stated** the truth
h. so his aunt, dad, mom, **etc** met him there
i. but the **aisle** was crowded
j. but the **vivid** colors faded after a week

Isaac's First Plane Trip

Isaac's family was going on vacation. He was excited about the trip except for one thing. He had never been on a plane before. He was scared that his plane would have a **breakdown**.

Isaac got onto the plane. He walked down the **aisle** until he found his seat. He sat down and **connected** the ends of his seat belt. After being **idle** for a few minutes, the pilot announced that they were ready to leave.

He looked out the window at the **vivid** colors of the sky. He began to feel scared. The girl sitting next to him said, "Hi, I'm Rachel! You look nervous, but you don't need to be. Flying is fun!"

"I'm still a bit nervous," Issac said, "and I'm getting hungry."

"The food service will begin soon. Just lower the **tray** on the seat in front of you, and **flip** this switch. Then they'll bring your dinner! Last time, they served chicken, **peas**, and a box of **raisins**," Rachel explained.

Then the pilot **notified** the passengers of bad conditions in the **atmosphere**. "We're tracking the weather: lightning, clouds, **etc.** The ride might get a bit rough," he **stated**.

Suddenly, the plane started to shake. Isaac was badly **afflicted** by his fear. His stomach hurt, and he thought he might **vomit**. He couldn't believe that he was in such an **unfortunate** place. Finally, the shaking stopped. Isaac was still scared, but he tried to **retain** a good attitude.

"The first time I flew, the plane shook so bad that **cargo** started falling. My parents told me to listen to music and read a **chapter** in my book. It calmed me," Rachel said.

Suddenly, the plane shook again. This time, Isaac followed Rachel's advice. He put on headphones and took out a book by his favorite **author**. The book and the music helped Isaac feel better. After a while, he didn't even notice the bad weather. The bad situation didn't feel so bad after someone helped him.





Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Isaac was scared the plane would have a breakdown.

____

2. ____ Isaac ate raisins and peas and read a book by his favorite author.

____

3. ____ Rachel's parents suggested she read a chapter in her book when she was scared.

____

4. ____ Isaac's fear went away as soon as he took a nap.

____

5. ____ The pilot stated that the conditions in the atmosphere were sun, wind, etc.

____

6. ____ Isaac was scared, but he tried to retain a good attitude.

____

PART B Answer the questions.

1. What would happen if Isaac flipped the switch?
   a. The cargo would fall.
   b. They would bring him his dinner.
   c. He would vomit.
   d. They would bring him some water.

2. What did Isaac do as the plane left?
   a. He played with Rachel.
   b. He was idle.
   c. He fell asleep.
   d. He looked at the vivid sky.

3. What did Isaac think when the plane first started shaking?
   a. He was in an unfortunate place.
   b. He was afflicted by pain.
   c. The pilot made a mistake.
   d. His food would fall off the tray.

4. What happened the first time Rachel was on a plane?
   a. The dinner service was late.
   b. She had to wait in the aisle.
   c. The cargo fell from above.
   d. Her seat belt wasn't connected.

UNIT 20

Word List



betray [bitréi] *v.*

To **betray** someone means to treat them in a dishonest way.

→ *The man **betrayed** his country when he gave away national secrets.*



blast [blæst] *n.*

A **blast** is a loud noise made by something that explodes.

→ *There was a loud **blast** when the police officer fired the gun.*



bracelet [bréislit] *n.*

A **bracelet** is a piece of jewelry that you wear around your wrist.

→ *My father gave me a pretty gold **bracelet** for my birthday.*



cease [si:s] *v.*

To **cease** means to stop.

→ *After about an hour, the rain **ceased**, and a rainbow appeared.*



choke [tʃouk] *v.*

To **choke** means to cough because you have difficulty breathing.

→ *There was a lot of smoke in the air, and it made me **choke**.*



civil [sívəl] *adj.*

When an event is **civil**, it happens inside a country.

→ *The country was torn apart by a terrible **civil** war.*



comment [kάment] *v.*

To **comment** means to say something that shows your personal opinion.

→ *Tom **commented** on the poor quality of the food.*



cross [krɔ:s] *v.*

To **cross** means to go from one side to the other side.

→ *We used his boat to **cross** to the other side of the lake.*



dent [dent] *n.*

A **dent** is damage caused by something heavy hitting something else.

→ *That blue car hit my car, and now there is a small **dent** in my car door.*



distrust [distrʌ́st] *v.*

To **distrust** someone means to believe that they are not honest.

→ *Don't lend money to someone if you **distrust** them!*



fort [fɔːrt] *n.*

A **fort** is a small building that is specially built to defend an area from attack.

→ *When the army arrived, they built a big **fort** on the top of the hill.*



found [faund] *v.*

To **found** means to bring something into existence.

→ *The pastor **founded** his church in the countryside.*



lining [láiniŋ] *n.*

Lining is a piece of cloth that covers the inside of clothes.

→ *This jacket is very warm because it has a thick **lining**.*



mass [mæs] *n.*

A **mass** is a large number of things of one type.

→ *We received a **mass** of letters this morning.*



pray [prei] *v.*

To **pray** means to talk to God.

→ *When people go to church, they **pray** for their families and friends.*



rife [raif] *adj.*

If a place is **rife** with something bad, it is very common in that place.

→ *This part of the country is **rife** with disease.*



sole [soul] *adj.*

When something is the **sole** thing, it is the only thing of a particular type.

→ *His **sole** purpose in life was to help others.*



sweep [swiːp] *v.*

If you **sweep** the floor, you clean it with a tool like a broom or a brush.

→ *There is a lot of dirt on the floor. Can you **sweep** it please?*



treachery [trétʃəri] *n.*

Treachery is a behavior in which a person betrays a country or a person.

→ *The man ran away to escape from the **treachery** of his wife.*



tuck [tʌk] *v.*

To **tuck** something means to put it somewhere so that it is neat or safe.

→ *He looked sloppy without his shirt being **tucked** into his pants.*

Exercise 1

Choose the right word for the given definition.

1. to clean with a broom
a. sweep b. betray c. pray d. choke

2. to say your opinion
a. comment b. cross c. cease d. distrust

3. to bring into existence
a. sole b. dent c. tuck d. found

4. a piece of jewelry
a. civil b. bracelet c. mass d. fort

5. a loud explosion
a. treachery b. blast c. rife d. lining

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The lucky man was the <u>only</u> winner of the grand prize.

____

2. She was so worried about her mother's health that she went to church to <u>talk to God</u>.

____

3. He <u>coughed and had difficulty breathing</u> after eating a large piece of food.

____

4. The rain <u>stopped</u> in the early morning after pouring all night long.

____

5. There is a <u>large number</u> of people in the park today.

____

6. I hit the wall with my car, and now there is a small <u>amount of damage</u> in it.

____

7. I <u>don't believe the honesty of</u> people who always try to borrow money.

____

8. The conditions in some parts of Africa are very poor, and disease is <u>very common</u>.

____

9. The man <u>behaved in an untrustworthy way toward</u> his friends.

____

10. I'm going to <u>go to the other side of</u> the road to meet my friend.

____

Exercise 3

Choose the word that is the better fit for each blank.

1. blast / choke

   The __________ threw a lot of smoke into the air, and it made me __________.

2. treachery / fort

   The army built a __________ to defend themselves from their former ally's __________.

3. sweep / tuck

   My jobs at home are to __________ the floor and __________ the sheets neatly under the bed.

4. lining / sole

   The homeless man's __________ possession was a jacket with a warm __________.

5. distrust / betray

   I __________ those girls because they __________ their friends by telling their secrets.

6. ceased / founded

   He __________ his business after the fighting from the war __________.

7. commented / civil

   The man on the news __________ on the recent __________ struggles of the people.

8. bracelet / dent

   Fiona stepped on my __________ and made a __________ in it.

9. cross / mass

   I watched the __________ of people __________ the bridge to see the Queen.

10. prayed / rife

    The country was __________ with enemies, so I __________ that our people would be safe.

The Betrayal

A king lived in a **fort** with his daughter, Clara. The king had **founded** a great empire, but his land was **rife** with enemies who wanted to take over the kingdom. Because there was so much **civil** unrest, the king told Clara not to trust anyone.

One day, Clara was walking outside when she saw a girl **sweeping** the path. Clara **crossed** the garden, and they started talking. The girl's name was Susie. Clara felt sorry for Susie because she was very poor, and Clara gave her a **bracelet**. After that, Susie and Clara met every day.

Once, the King saw them talking. He told Clara, "Don't talk to that girl. She could be an enemy."

"You can't **distrust** everyone," **commented** Clara. "She is my **sole** friend. It's OK to be friendly to people."

The King said, "Don't argue with me. Stay inside from now on, and talk to no one."

Clara felt lonely in the fort. But one day she saw Susie outside. She wrote her a note with a map showing a secret entrance to the fort. Clara wrote: "Come at night, and we can talk together. Don't show anybody this note." She threw the note to Susie, and Susie **tucked** it in the **lining** of her dress.

That night Clara waited for Susie. But she heard something ticking, and then a loud **blast**. She ran into the hall, and it was full of smoke, which made her **choke**. A **mass** of soldiers were there, fighting. Clara realized that Susie had **betrayed** her and given the map to her father's enemies. Clara **prayed** that everyone in the castle would be safe from her friend's **treachery**.

At last, the fighting **ceased**. Clara found her father in the hall with his soldiers. They had defeated their enemies, but there were **dents** in their armor from the heavy fighting. Clara told her father what she had done and promised never to disobey him again.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The land near the king's fort was rife with disease.

____

2. ____ When Clara and Susie met, Clara was sweeping the path.

____

3. ____ Clara crossed the garden to talk to Susie.

____

4. ____ Clara gave Susie a bracelet.

____

5. ____ Clara commented to her father that he should distrust people.

____

6. ____ Clara choked because of the smoke.

____

PART B Answer the questions.

1. Which of the following actions did Clara do in the story?
   a. Sweep the path
   b. Betray her sole friend
   c. Found a clock ticking
   d. Pray

2. What did Clara hear in the middle of the night?
   a. Civil fighting
   b. A loud blast
   c. Susie calling at the window
   d. Someone sweeping

3. What did the king emphasize?
   a. Anybody could be an enemy.
   b. Clara should be friendly to people.
   c. He distrusted his relatives.
   d. His enemy's treachery had ceased.

4. Where were the mass of soldiers fighting?
   a. In the garden
   b. In the hall
   c. In the King's bedroom
   d. Outside Clara's window

UNIT 21

Word List



background [bǽkgràund] *n.*

A **background** is a person's education, family, and experience.

→ *The new teacher had a **background** in science and math.*



bait [beit] *n.*

Bait is something used to trick a person or thing to do something.

→ *The best **bait** for catching fish is a big, fat worm.*



chronicle [krɑ́nikl] *v.*

To **chronicle** something means to record an event or speech.

→ *The daily newspaper **chronicles** local and world events.*



copper [kɑ́pər] *n.*

Copper is a red-brown metal often used in electric wire and pipes.

→ *Ancient hunters melted **copper** to make knives and spears.*



disease [dizíːz] *n.*

A **disease** is an illness that causes specific problems.

→ *He had a **disease** that caused him to lose his hearing.*



folklore [fóuklɔ̀ːr] *n.*

Folklore is the collection of beliefs and stories of a culture.

→ *India's **folklore** has stories written in long poems about great warriors.*



infect [infékt] *v.*

To **infect** someone means to give them an illness.

→ *The common cold **infects** hundreds of millions of people each year.*



itch [itʃ] *v.*

To **itch** means to rub the skin with your fingernails.

→ *The rough fabric in his shirt made the back of his neck **itch**.*



literature [lítərətʃər] *n.*

Literature is books, plays, and poetry.

→ *Early American **literature** covers the poetry and stories from 1500 to 1800.*



millennium [miléniəm] *n.*

A **millennium** is one thousand years.

→ *Stonehenge is believed to have been built about 5 **millenniums** ago.*



myth [miθ] *n.*

A **myth** is a traditional story that explains a culture's history and beliefs.

→ *In Greece, there was a **myth** about a woman who had snakes for hair.*



promote [prəmóut] *v.*

To **promote** someone means to raise them to a higher position or rank.

→ *After two years in the company, she was **promoted** to a manager.*



relate [riléit] *v.*

To **relate** to something means to have a connection with it.

→ *A company's plan usually **relates** to how much profit it can make.*



religion [rilídʒən] *n.*

A **religion** is a belief in a god or gods.

→ *Their **religion** taught that people should forgive their enemies.*



sum [sʌm] *n.*

A **sum** is a specific amount of money.

→ *He calculated the numbers to see what the **sum** of his bills would be.*



teller [télə:r] *n.*

A **teller** is a person who works with a bank's customers.

→ *The **teller** at the bank helped Kelly put money into a savings account.*



trustworthy [trʌ́stwə̀:rði] *adj.*

If someone is **trustworthy,** they are honest and truthful.

→ *Mary is one of the most **trustworthy** people I've ever met.*



update [ʌpdéit] *v.*

To **update** something means to make it more modern.

→ *We need to **update** the programs on our computers.*



vein [vein] *n.*

A **vein** is a tube in the body that carries blood toward the heart.

→ *The blue **veins** in my hand are just under my skin.*



venom [vénəm] *n.*

Venom is a poisonous substance that comes from animals or plants.

→ *A snake's **venom** can be used to cure the illnesses it creates.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. The reward for finding the lost dog was a very large <u>specific amount</u>.

   ____

2. When his arm got crushed, it damaged a <u>tube that carries blood to the heart</u> was damaged.

   ____

3. To which chart does this collection of data <u>have a connetion with</u>?

   ____

4. This book <u>records</u> the first years of the king's life.

   ____

5. Since that pot is made out of <u>a red-brown metal</u>, it gets hot very quickly.

   ____

6. The nation had a party because their country had existed for a <u>thousand years</u>.

   ____

7. Her <u>experience</u> made her the best person for the new job.

   ____

8. The <u>poisonous substance</u> from that fish will make you very sick.

   ____

9. I wouldn't believe him. He's not very <u>honest</u>.

   ____

10. The owners of the hotel decided to <u>modernize</u> the computer system.

   ____

Exercise 2

Choose the answer that best fits the question.

1. What do you need if you want to catch a fish?
   a. Copper b. Venom c. Bait d. Disease
2. Which of the following means to be raised to a higher position?
   a. Chronicle b. Update c. Infect d. Promote
3. Which would most likely be found in a library?
   a. Literature b. A teller c. A vein d. Regligion
4. Sometimes, uncomfortable clothes will make you do this?
   a. Itch b. Trustworthy c. Relate d. Background
5. Which of the following best describes the combination of two numbers?
   a. A sum b. A millennium c. Folklore d. A myth

Exercise 3

PART A Match the phrases to make complete sentences.

1. The bank **teller** ______.
2. Many **religions** ______.
3. The nation's **folklore** ______.
4. The factory's new worker had a **background** ______.
5. Those **veins** pump blood ______.
6. The snake's poisonous **venom** ______.
7. The newspaper story **chronicled** the action ______.
8. One of that culture's **myths** explains that the ocean ______.
9. The total **sum** for staying three nights at the hotel ______!
10. Her arm started to **itch** ______.

a. caused the boy to collapse
b. to all necessary places in the body
c. was once a small pond
d. was over $300
e. in engineering
f. deposited Paul's money into his account
g. from all of the insect bites
h. of the heroic crime-fighter
i. believe that there is a god
j. is rich with tradition

PART B Match the clauses to make complete sentences.

1. If you don't stay away from school today, ______.
2. Because the calendar didn't list the new holidays, ______.
3. The hunters put some food in the trap, ______.
4. She learned to speak the country's language, ______.
5. The police thought the two crimes might be connected, ______.
6. The pipes were safe for carrying water ______.
7. He had done great work for the company for three years, ______.
8. She never shared her friends' secrets with anyone, ______.
9. If you think a lot can happen in a hundred years, ______.
10. He had a bad cough and a headache, ______.

a. because they were made from **copper**
b. but no animals wanted the **bait**
c. so everyone knew she was **trustworthy**
d. it had to be **updated**
e. then you might **infect** the other students
f. so she could read their **literature**
g. so he thought he'd caught a **disease**
h. so his boss **promoted** him
i. but it turned out that they didn't **relate** to each other
j. then imagine how much might happen in a **millennium**

The Teller and the Thieves

A **teller** at a bank suspected some of her fellow employees of not being very **trustworthy**. She thought they were stealing. In order to catch them, though, she needed some way to link them to the crime.

She had a **background** in **religion** and **folklore**. She remembered that one religion's **literature** had a **myth** that **chronicled** how a group of thieves was captured.

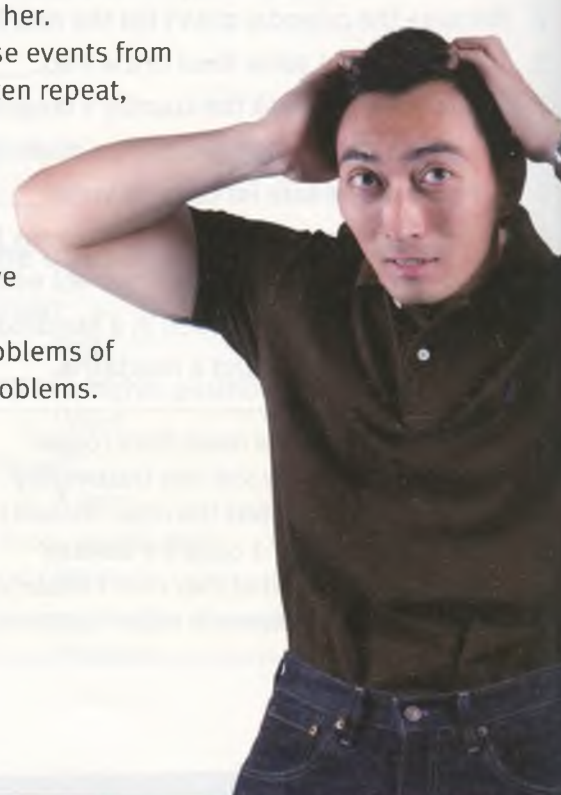
In the **millennium**-old story, coins of **copper** were covered with **venom** taken from a poisonous snake. The coins were left as **bait** for the robbers. When they touched the coins, the venom **infected** their bodies through their skin. The venom ran through their **veins**, and they all became very sick as if they had a **disease**. It made their skin purple. The police arrested whoever had purple skin.



She knew she couldn't use venom because it might hurt someone. However, she thought of a way to **update** the old story. She decided to cover a **sum** of money with a special powder. If people touched the money, the powder would cause their skin to **itch**. She placed the stack of money in the bank's safe. No one was supposed to take money from the safe. If somebody did, then they had to be stealing.

Within a few hours, three of her coworkers were scratching their hands and arms. They itched so badly that they couldn't even work. She checked the money, and it was gone. She told her boss what she had done, and he had the thieves arrested. He thanked her and **promoted** her.

Because events from history often repeat, ancient literature had helped the teller solve a crime. She proved that stories from the past still **relate** with the problems of today, and they can be helpful in solving problems.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ A teller at a bank thought her fellow employees were trustworthy.

____

2. ____ The teller remembered a myth that chronicled how to capture the thieves.

____

3. ____ The venom was taken from a poisonous plant.

____

4. ____ The robbers became sick as if they had a disease.

____

5. ____ Two of her coworkers were scratching their hands and arms.

____

6. ____ The teller's boss promoted her.

____

PART B Answer the questions.

1. Which word does NOT describe the teller's background?
   a. Religion b. Literature
   c. Folklore d. Vein

2. In the millennium-old story, the police linked the robbers to the crime because ______.
   a. they were purple b. their skin itched
   c. they weren't working d. they were at the bank

3. What did the teller use as bait to catch her fellow employees?
   a. Coins of copper b. A special powder
   c. A sum of money d. The bank's safe

4. Why did the teller decide not to use venom in her trap?
   a. It wasn't related. b. It infected her.
   c. It was updated. d. It might hurt someone.

UNIT 22

Word List



charity [tʃǽrəti] *n.*

Charity is an act of giving help, usually money, to those who need it.

→ *Thanks to his friends' **charity**, he had enough money to pay the rent.*



commerce [kɑ́mərs] *n.*

Commerce is the activity of buying and selling things.

→ *The new shopping mall increased the **commerce** in that section of town.*



condemn [kəndém] *v.*

To **condemn** someone means to give them a specific punishment.

→ *The judge **condemned** the criminal to five years in prison.*



cozy [kóuzi] *adj.*

If something is **cozy**, then it is comfortable, warm, and relaxing.

→ *The thick blanket made the bed very **cozy**.*



deplete [dipliːt] *v.*

To **deplete** an amount of something means to use up all of it.

→ *All the driving he was doing was **depleting** his car's fuel supply.*



economy [ikɑ́nəmi] *n.*

An **economy** is the money and businesses of a country or region.

→ *The factory was good for the **economy** because it brought jobs to the area.*



empire [émpaiər] *n.*

An **empire** is a large group of countries ruled by an emperor or empress.

→ *The emperor built roads to make travel easier throughout the **empire**.*



goods [gudz] *n.*

Goods are anything that can be bought or sold.

→ *Shoes, hats, dresses and purses were the **goods** she wanted to buy.*



heed [hiːd] *v.*

To **heed** something means to obey or follow it.

→ *You should **heed** the advice on the sign and not drive so fast.*



hitchhike [hítʃhàik] *v.*

To **hitchhike** means to travel by asking for rides from passing vehicles.

→ *She didn't have a car, so she **hitchhiked** several miles to her brother's home.*



mock [mɑk] *v.*

To **mock** someone means to tease them in a cruel way.

→ *The girls **mocked** Nancy because she was a new student.*



neutral [njúːtrəl] *adj.*

If someone is **neutral**, then they do not help either of the two fighting sides.

→ *The girl's friend remained **neutral** while the couple was arguing.*



persecute [pə́ːrsikjùːt] *v.*

To **persecute** means to treat someone badly.

→ *Dan felt **persecuted** because he was smaller than the other boys at school.*



pity [píti] *n.*

Pity is the feeling of sadness and kindness for those who are suffering.

→ *Because she had **pity** for the lost boy, she helped him find his parents.*



reduce [ridjúːs] *v.*

To **reduce** something means to make it less in size or number.

→ *When the store **reduced** its prices, people wanted to shop there.*



scribe [skraib] *n.*

A **scribe** was a person whose job was to copy written works.

→ *In Ancient Egypt, **scribes** recorded important events.*



temper [témpəːr] *n.*

A **temper** is someone's mood or a chance that they might get angry.

→ *She has a **temper**. Even the slightest mistakes make her angry.*



throne [θroun] *n.*

A **throne** is the special chair in which a ruler sits.

→ *Nobody except the king and queen sat in the **thrones** in the great hall.*



unity [júːnəti] *n.*

Unity is the state of people working together for a certain purpose.

→ *The project was finished early, thanks to the **unity** of the workers.*



victor [víktər] *n.*

A **victor** is a group or person that wins in a contest.

→ *At the end of the game, the blue team was the **victor**.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **mocking / temper**

   The other children were ___________ him about how funny his new shoes looked, and it didn't take long for him to develop a bad ___________.

2. **scribes / unity**

   The ___________ realized that they could copy more books if they stopped arguing and worked in ___________.

3. **cozy / hitchhiked**

   The young man ___________ in the cold without getting a ride for such a long time. When a car finally picked him up, the soft seat and warm air was very ___________.

4. **charity / goods**

   The ___________ they received was not only money but also several, ___________ such as food and clothing.

5. **heeded / neutral**

   The senators ___________ the warning from the countries' leaders and decided to stay ___________ in the war.

6. **commerce / empire**

   The ancient ___________ that we studied in class today was very important because it spread ___________ and trade throughout the world.

7. **throne / victor**

   The king's two sons had to fight to see who would become the next king. Whoever was the ___________ would get to sit upon his father's ___________.

8. **pity / reduced**

   The cold and dirt had ___________ the poor man's clothing to almost nothing, and the mayor felt ___________ for him and took him home to his house.

9. **economy / persecuted**

   The businessmen ___________ the students because they didn't agree with his opinions concerning the ___________.

10. **condemned / depleted**

    The men had ___________ the small lake of all its fish and were ___________ to going without fish for many years.

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Appliances are <u>things that are bought</u> that usually last for many years.

   ____

2. After making five cakes, all the sugar in the house was <u>used up</u>.

   ____

3. During the holidays, offering <u>financial help to others</u> is very common.

   ____

4. Because my views were different, I was <u>treated badly</u> by my classmates.

   ____

5. The <u>group that wins</u> this game will have to play the very best team.

   ____

6. When his car ran out of gas, he <u>traveled by asking for rides</u> to the gas station.

   ____

7. Though it might seem like fun at the time, it's not nice to <u>tease in a cruel way</u> people.

   ____

8. The warm weather <u>lessened</u> the snow that covered the ground.

   ____

9. The <u>state of working together</u> the groups showed helped them to solve their problems.

   ____

10. The <u>many countries ruled by one person</u> was beginning to slowly fall apart.

    ____

Exercise 3

Choose the answer that best fits the question.

1. Who is someone who would NOT sit on a throne?
   a. A king b. A queen c. A chef d. An emperor
2. All of the following describe something that's cozy EXCEPT ______.
   a. relaxing b. large c. comfortable d. warm
3. What is something that you might heed?
   a. Food b. Money c. Fun d. Advice
4. If someone can't control their temper, then they are likely to easily become ______.
   a. upset b. proud c. happy d. sleepy
5. Which of the following is something a scribe would use?
   a. Goods b. An oven c. A pen d. Nails

The Scribe's Warning

A great and powerful **empire** needed the wood from its western areas to build palaces and homes for the emperor and his friends. However, the empire had **depleted** many of the forests. The trees were important to the western areas' **economy**. With no trees to sell, the **commerce** in that area was **reduced**. Citizens could no longer purchase the **goods** that they needed to survive. Their life became difficult.

A poor **scribe** from the area wanted to help. He **hitchhiked** to the capital to ask the emperor for **charity**. He was invited to the palace. It was large and **cozy**. Tables were loaded with food, and fires burned warmly in every fireplace.

The emperor sat up upon his **throne**, and the scribe stood in front of him.

"I've come to ask for help," the scribe said. "We're all very poor and hungry. You've used up all of the forests, and now we have nothing to sell." Then he added a warning. "If we don't receive help, I'm afraid that the entire empire will suffer. We must establish some **unity**."



Upon hearing the scribe's request, the emperor's bad **temper** surfaced. He **mocked** the scribe. "You think I should help," he said and laughed. "You should just be happy to belong to this great empire. You will get nothing from me."

The emperor felt no **pity** for the citizens of the western area. They were **condemned** to starve. The scribe returned home with nothing.

Not long after, an enemy invaded the empire from the west. They were marching to the capital. Because the citizens felt **persecuted** by the emperor, they remained **neutral**. They didn't fight the invaders but allowed them to march freely to the capital.

The emperor was defeated. If he had **heeded** the words of the scribe, then the citizens might have been the **victors**. But because he had treated them badly, they treated him badly in return.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Much of the forest had been depleted by the empire.

____

2. ____ The sheep were important to the western areas' economy.

____

3. ____ The scribe hitchhiked to the capital to ask the emperor for charity.

____

4. ____ The scribe sat upon his throne, and the emperor stood in front of him.

____

5. ____ The emperor condemned the citizens of the western areas to hard work.

____

6. ____ If the emperor had heeded the scribe's warning, the citizens might have been the victors.

____

PART B Answer the questions.

1. Why were the citizens hungry?
   a. Commerce was high.
   b. They couldn't buy goods.
   c. Prices were reduced.
   d. They were too cozy.

2. The emperor's palace was all of the following EXCEPT _____.
   a. large and cozy
   b. made with wood
   c. cold and dark
   d. in the capital

3. When the emperor heard the scribe's request, how did he behave?
   a. He felt pity.
   b. He asked for unity.
   c. He remained neutral.
   d. He showed his temper.

4. At the end of the story, what happened to the emperor?
   a. He was defeated.
   b. He changed his evil ways.
   c. He became rich.
   d. He got married

UNIT 23

Word List



accurate [ækjərit] *adj.*

If something is **accurate**, it is completely correct.

→ *The story in the newspaper wasn't very **accurate**.*



analyze [ænəlàiz] *v.*

To **analyze** something is to study it.

→ *The scientist will **analyze** the blood sample.*



asteroid [æstərɔ̀id] *n.*

An **asteroid** is a giant rock from outer space.

→ *In 1908, a giant **asteroid** hit Siberia.*



controversy [kɑ́ntrəvə̀:rsi] *n.*

A **controversy** is a dispute about something that affects many people.

→ *There has been a lot of **controversy** over the judge's decision.*



evolve [ivɑ́lv] *v.*

To **evolve** is to change over time.

→ *Many people think that humans **evolved** from animals.*



factor [fæktər] *n.*

A **factor** is something that has an effect on the way another thing happens.

→ *Smoking is the main **factor** that causes lung cancer.*



genetic [dʒinétik] *adj.*

If something is **genetic**, it is related to the genes in one's body.

→ *The color of one's eyes is **genetic**.*



genome [dʒí:noum] *n.*

A **genome** is the collection of all the genes in a living thing.

→ *Understanding the human **genome** may help cure many diseases.*



identical [aidéntikəl] *adj.*

To be **identical** is to be the same as someone or something else.

→ *James and John are **identical** twins.*



intellectual [intəléktʃuəl] *n.*

An **intellectual** is a very smart person.

→ *We've always considered my Uncle Max the **intellectual** of the family.*



majority [mədʒɔ́(:)rəti] *n.*

A **majority** of something is almost all of the people or things in that group.

→ *A **majority** of the people voted for Tom Smith in the election.*



mammal [mǽməl] *n.*

A **mammal** is an animal that usually has hair and is not born from an egg.

→ *Even though it lives in the water, whales are actually **mammals**.*



multiply [mʌ́ltəplài] *v.*

To **multiply** is to increase in number.

→ *In the past year, the number of people at work **multiplied** by ten percent.*



offspring [ɔ́:fspriŋ] *n.*

Offspring are the children of a person or the babies of an animal.

→ *The dog's **offspring** had the same color of fur as she did.*



pesticide [péstəsàid] *n.*

A **pesticide** is a substance used to kill insects.

→ *The farmer sprayed his crops with a **pesticide** to keep bugs away.*



regulate [régjəlèit] *v.*

To **regulate** something is to control how it happens.

→ *The bank **regulates** how much money people can borrow from it.*



reinforce [ri:infɔ́:rs] *v.*

To **reinforce** something is to make it stronger.

→ *Peter **reinforced** his opinion with information from a book.*



stricken [stríkən] *adj.*

If one is **stricken** by a disease or problem, they are badly affected by it.

→ *Mike was **stricken** with a horrible illness.*



vast [væst] *adj.*

If something is **vast**, it is very large.

→ *The wealthy man bought a **vast** amount of land in the countryside.*



vegetarian [vèdʒətέəriən] *n.*

A **vegetarian** is someone who does not eat any meat products.

→ *I became a **vegetarian** because I don't like the taste of meat.*

Exercise 1

Choose the answer that best fits the question.

1. A professor at a university is probably ______.
a. a majority
b. an intellectual
c. a controversy
d. a factor

2. If every member of a family has a disease, the disease is ______.
a. accurate
b. identical
c. vast
d. genetic

3. What would a farmer do if bugs were eating his plants?
a. Use a pesticide
b. Find a mammal
c. Raise offspring
d. Become a vegetarian

4. What is something that scientists do?
a. Analyze chemicals
b. Multiply books
c. Reinforce messages
d. Regulate businesses

5. Which word is related to the term “outer space”?
a. Stricken
b. Evolve
c. Genome
d. Asteroid

6. What happens when something evolves?
a. It studies more.
b. It disagrees.
c. It changes.
d. It gets stronger.

7. Which of these is a mammal?
a. A chicken
b. A snake
c. A spider
d. A monkey

8. What would a vegetarian eat?
a. Steak
b. Sausage
c. Chicken
d. Corn

9. If something is accurate, it is ______.
a. long
b. false
c. correct
d. mysterious

10. Which of these is usually considered vast?
a. The sky
b. A bedroom
c. A pool
d. The newspaper

Exercise 2

PART A Match the phrases to make complete sentences.

1. The cheaper blouse is nearly **identical** ______.
2. The zoo is full of **mammals** ______.
3. The computer has **evolved** from ______.
4. My teacher said that **asteroids** ______.
5. Many **pesticides** that are used on ______.
6. The woman **reinforced** her statement ______.
7. The doctor **analyzes** the daily report ______.
8. The **vast** space of the room was ______.
9. My report on animal **genomes** ______.
10. The accident left her **stricken** ______.

a. will be printed in a science textbook	b. about each patient
c. with two broken legs and an injured arm	d. that come from all over the world
e. with an example from a scientific study	f. a big machine to a tiny one
g. to the one I found in that expensive store	h. are made of rock, ice and metal
i. big enough to fit at least 5,000 people	j. crops cause illnesses in humans

PART B Match the clauses to make complete sentences.

1. A small group of kids wanted pizza, ______.
2. I don't read gossip magazines ______.
3. The people in this department can't be trusted, ______.
4. There are many things to consider about the car, ______.
5. The sisters both had the strange disease, ______.
6. James thought he made the right choice, ______.
7. Pam served steak and potatoes to Ben, ______.
8. Alice is a short woman, ______.
9. I thought it would take weeks for them to grow, ______.
10. Daniel loves sports and parties, ______.

a. but the flowers **multiplied** fast	b. but the **majority** wanted hamburgers
c. so dad thought it was **genetic**	d. but she didn't know he was a **vegetarian**
e. since the news isn't **accurate**	f. but the most important **factor** is its price
g. but her **offspring** are very tall	h. but his brother is more of an **intellectual**
i. but it caused a lot of **controversy**	j. so we must **regulate** their actions

How the Dinosaurs Really Died



Many scientists and **intellectuals** think that dinosaurs died when an **asteroid** smashed into the Earth millions of years ago. However, recently, there has been some **controversy** over this theory. Some scientists think that it isn't **accurate**. They think that a tiny insect may have been the biggest **factor** in the death of these huge creatures. That insect was the mosquito.

These scientists do think that an asteroid hit the Earth in the time of the dinosaurs. But that wasn't what killed all of them. At that time, insects, including the mosquito, were beginning to **evolve**. Today, we can **regulate** the number of mosquitoes with **pesticides**. But that was impossible millions of years ago. The mosquitoes **multiplied** quickly. And they were certainly not idle. Since there were so many mosquitoes, it was easy for them to bite many of the dinosaurs. When they bit another living thing, the mosquitoes passed along a deadly disease. So the dinosaurs were **stricken** with the disease. A **vast majority** of them, from the **vegetarians** to the meat eaters, died.

To **reinforce** this idea, scientists stress how gradually the dinosaurs died. If an asteroid killed them, they would have died very quickly. But the number of dinosaurs decreased slowly. In addition, scientists have found **genetic** material of mosquitoes in fossils. This material proves that mosquitoes existed back then. Although there may have been other factors, the dinosaurs died mainly because of disease, the scientists say.

No matter how it happened, the dinosaurs' death had a major impact on other living things. Many dinosaurs ate **mammals**. After the dinosaurs died, mammals were able to evolve and produce **offspring**. Birds also evolved. Scientists have **analyzed** the **genomes** of birds, and they discovered that birds have **identical** genetic material to some dinosaurs. So there may still be dinosaurs among us after all.



Reading Comprehension

UNIT 23

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Some scientists think the asteroid theory isn't accurate.

____

2. ____ A huge creature may have been the biggest factor in the death of these tiny insects.

____

3. ____ Today, we can regulate the number of mosquitoes with pesticides.

____

4. ____ A vast majority of mosquitoes, from the vegetarians to the meat eaters, died.

____

5. ____ In addition, scientists have found the genetic material of mammals in fossils.

____

6. ____ Many dinosaurs ate mammals.

____

PART B Answer the questions.

1. What might have been the biggest factor in the dinosaurs' death?
   a. Their genetic material
   b. An asteroid
   c. Other animals
   d. Mosquitoes

2. What do we do to regulate the number of mosquitoes?
   a. We use pesticides.
   b. We feed them to vegetarians.
   c. We kill their offspring.
   d. We analyze their genomes.

3. How did the mosquitoes spread the deadly disease?
   a. They produced offspring.
   b. They bit many dinosaurs.
   c. They ate birds.
   d. They multiplied quickly.

4. What proves that mosquitoes were around at the same time as dinosaurs?
   a. Genetic material in fossils
   b. Similar modern insects
   c. Fossils of dinosaurs
   d. Other disease-stricken animals

UNIT 24

Word List



cherish [tʃériʃ] *v.*

To **cherish** something means to hold it as very important.

→ *I **cherish** this trophy I won.*



compassion [kəmpǽʃən] *n.*

Compassion is a feeling of understanding for someone who is hurt or suffering.

→ *The veterinarian had **compassion** for the sick little puppy.*



consent [kənsént] *n.*

Consent is permission to do something.

→ *Their mother gave the children **consent** to go outside and play.*



core [kɔːr] *n.*

The **core** is the center of something.

→ *The rings of a tree start forming at its **core**.*



cunning [kʌ́niŋ] *adj.*

If someone is **cunning**, they are good at tricking people.

→ *The **cunning** child fooled his parents into thinking that he was kind.*



dizzy [dízi] *adj.*

If someone is **dizzy**, then they feel off balance as if they will fall down.

→ *The pregnant woman was **dizzy** after standing up too quickly.*



equilibrium [iːkwəlíbriəm] *n.*

Equilibrium is the balance between different forces.

→ *The sudden drop in prices upset the **equilibrium** of the economy.*



foster [fɔ́(ː)stər] *v.*

To **foster** a feeling or a skill means to help it develop.

→ *She helped **foster** a sense of calm in the little boy.*



grind [graind] *v.*

To **grind** something means to break it into very small pieces or powder.

→ *She wanted to **grind** the beans, so she could brew some coffee.*



growl [graul] *v.*

To **growl** means to make a deep, angry sound.

→ *The dog started to **growl** at the man walking by.*



moderation [mὰdəréiʃən] *n.*

Moderation is a state of being just enough but not too much.

→ *It is important to eat in **moderation** so that you can have a healthy body.*



predator [prédətər] *n.*

A **predator** is an animal that kills and eats other animals.

→ *The peregrine falcon is a **predator** that eats fish.*



sane [sein] *adj.*

If someone is **sane,** they can think in a normal way.

→ *Oliver does not act like a **sane** person when he is angry.*



saucer [sɔ́ːsər] *n.*

A **saucer** is a small round dish that you set a cup on.

→ *He placed the spoon on the **saucer**.*



snatch [snætʃ] *v.*

To **snatch** something means to take it away with a quick motion.

→ *He was so hungry that he **snatched** an apple from a tree.*



stagger [stǽgər] *v.*

To **stagger** means to move in an unsteady way and almost fall over.

→ *He **staggered** around after having too much to drink.*



stumble [stʌ́mbəl] *v.*

To **stumble** means to put your foot down wrong so that you almost fall.

→ *He **stumbled** as he ran through the puddle.*



tense [tens] *adj.*

If someone is **tense,** they are worried something bad might happen.

→ *After the phone call, Monica was very **tense**.*



tumble [tʌ́mbəl] *v.*

To **tumble** means to fall, often in a rolling way.

→ *He lost his balance while snowboarding and **tumbled** to the ground.*



withhold [wiðhóuld] *v.*

To **withhold** something is to not give it to someone.

→ *They **withheld** all information until she paid her fine.*

Exercise 1

PART A Choose the answer that best fits the question.

1. Which of the following means to make a noise?
a. Grasp
b. Plush
c. Growl
d. Stagger

2. Which of the following eats other animals?
a. Core
b. Predator
c. Cunning
d. Saucer

3. What is a balance between two things?
a. Equilibrium
b. Foster
c. Compassion
d. Sane

4. Which of the following means not too much?
a. Dizzy
b. Withhold
c. Tense
d. Moderation

5. What word means the same as agreement?
a. Cherish
b. Stumble
c. Snatch
d. Consent

PART B Choose the right definition for the given word.

1. withhold
a. to think normally
b. to be together
c. to not give
d. to express happiness

2. snatch
a. to leave
b. to throw
c. to give
d. to take

3. cherish
a. to break into pieces
b. to love something important
c. to agree with
d. to give something away

4. stagger
a. to turn off
b. to run into someone
c. to take something away
d. to trip and almost fall

5. saucer
a. a small dish
b. to stop being angry
c. helping someone
d. to go against

Exercise 2

Choose the word that is the better fit for each blank.

1. **cherish / moderation**

   I __________ going to the movies, but in __________ because it can be expensive.

2. **growl / predator**

   The lion began to __________, and the deer knew there was a __________ to be afraid of.

3. **compassion / sane**

   The man was __________, so he felt __________ for the starving child in need.

4. **saucer / snatch**

   The boy moved to __________ the cup from his sister and knocked over the __________.

5. **core / foster**

   Deep in the __________ of the tree, there are minerals that __________ new growth.

6. **cunning / grind**

   The __________ criminal started to __________ up the gemstone so no one would know it was the same stone.

7. **dizzy / tumbled**

   After he __________ down the hill, he felt __________.

8. **consent / withhold**

   The woman decided to __________ her permission and did not give __________ to her daughter's request.

9. **stumble / tense**

   The man felt __________ after his horse started to __________ because he thought that the horse might fall.

10. **equilibrium / stagger**

    I felt like I had no __________. As a result, I started to __________ as I walked.

The Traveler and the Innkeeper

A traveler stopped at an inn. He sat and watched people closely, like a **predator**. He heard the old innkeeper talking to a young man in the **core** of the inn.

"I just need to borrow some money. I swear that I'll spend it in **moderation**, and my friend will pay you back tomorrow," the man said. The innkeeper gave his **consent** and pulled out some money.



The traveler knew that this was a trick. The man was going to leave with the poor innkeeper's money and never return. He felt **compassion** for the nice innkeeper and did not want him to be tricked. The **cunning** traveler decided to teach the innkeeper a lesson.

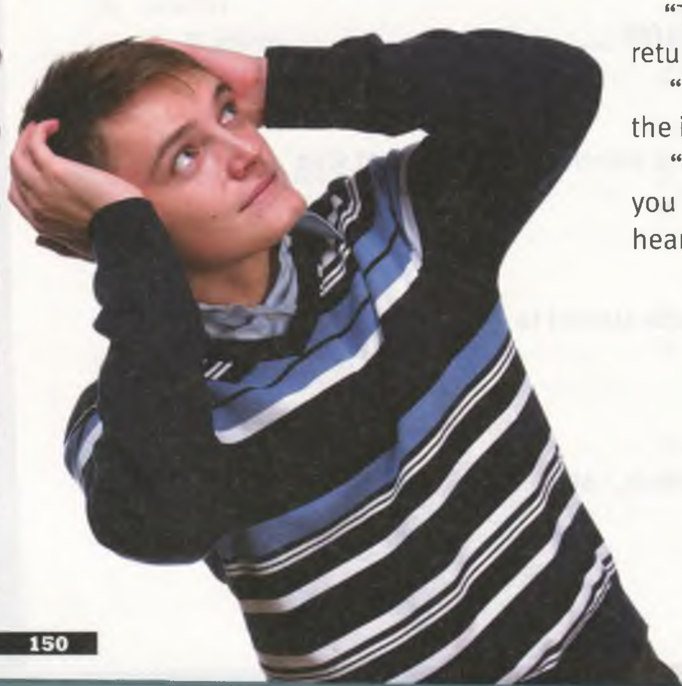
The traveler walked over to the innkeeper and sat down. The innkeeper had started to **grind** coffee beans to make coffee. He made the coffee and handed the traveler a **saucer** and a cup. The two started talking. After a while the traveler yawned and then **growled** like a wolf.

"Are you not **sane**? I thought I just heard you growl," said the innkeeper.

"I did. I am cursed. Every time I yawn three times in a row, I turn into a wolf and attack people."

The innkeeper became **tense**. Then the traveler yawned again. As the traveler started to yawn a third time, the innkeeper turned to run outside. As he ran, the traveler **snatched** his coat. The scared innkeeper **staggered** outside and **tumbled** into the street.

The traveler followed him out because he did not want to **withhold** the truth any longer. He just wanted to **foster** happiness and restore the innkeeper's emotional **equilibrium**. The innkeeper was **dizzy**, and he **stumbled**. The traveler helped him stand up.



"That was a trick," the traveler said as he returned the coat.

"Oh, good. I **cherish** this coat," responded the innkeeper.

"Well, hopefully this will teach you that you shouldn't believe every story that you hear."

Reading Comprehension

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The thief promised to spend money in moderation.

____

2. ____ The traveler staggered outside.

____

3. ____ The innkeeper became tense after the traveler told him why he growled.

____

4. ____ The traveler felt compassion for the innkeeper.

____

5. ____ The traveler wanted to withhold the truth and foster anger.

____

6. ____ The innkeeper said that he cherished his coat.

____

PART B **Answer the questions.**

1. What did the traveler want to foster inside the innkeeper?
   a. health
   b. strength
   c. despair
   d. happiness

2. The traveler snatched the coat ______.
   a. to make the innkeeper sane
   b. to teach the innkeeper a lesson
   c. to be a predator
   d. to sell it and make money

3. Why did the innkeeper consent to give the young man money?
   a. The young man was scary.
   b. The young man was cunning.
   c. The young man was dizzy.
   d. The young man's friend would repay him.

4. Why did the innkeeper hand the traveler a saucer and a cup?
   a. So he could drink coffee
   b. So he could restore equilibrium
   c. So he could grind coffee beans
   d. So he could steal his coat

UNIT 25

Word List



aircraft [ɛ́ərkræ̀ft] *n.*

An **aircraft** is a vehicle that flies in the sky, such as an airplane or helicopter.

→ *At the museum in the airport, you can see a lot of old **aircraft**.*



celebrity [səlébrəti] *n.*

A **celebrity** is someone who is famous.

→ *It was the highlight of the evening when the **celebrities** arrived.*



concrete [kánkri:t] *n.*

Concrete is a substance made from stones.

→ *The man covered the ground with **concrete**.*



decisive [disáisiv] *adj.*

If someone is **decisive**, they make decisions quickly.

→ *Our boss is very **decisive**, so it did not take long to organize the project.*



esteemed [istí:md] *adj.*

If someone is **esteemed**, many people like or respect them.

→ *An **esteemed** scientist is coming to the university to talk about her discoveries.*



ethical [éθikəl] *adj.*

If something is **ethical**, it is the right thing to do.

→ *Many people believe that it is **ethical** to help others in need.*



extinct [ikstíŋkt] *adj.*

If plants or animals are **extinct**, there are none left.

→ *There used to be dinosaurs all over the world, but now they are **extinct**.*



hardy [há:rdi] *adj.*

If a person or plant is **hardy**, it is strong and can live though difficult conditions.

→ *The farmer is a **hardy** man and doesn't mind working outside.*



institute [instətjù:t] *n.*

An **institute** is an organization that is interested in research or teaching.

→ *I am going to a lecture about ancient Rome at the Historical **Institute**.*



jealousy [dʒéləsi] *n.*

Jealousy is a feeling of wanting something that somebody else has.

→ *She felt a lot of **jealousy** when she saw Luke with two girls.*



migrate [máigreit] *v.*

To **migrate** means to move from one place to another.

→ *Many birds **migrate** to warmer countries in the winter.*



nurture [nə́:rtʃər] *v.*

To **nurture** something means to care for it as it grows or develops.

→ *Robert **nurtured** his plants, and that is why they grow so well.*



overhead [óuvərhéd] *adv.*

If something is **overhead**, it is located above you.

→ *As we sat on top of the hill, a plane flew **overhead**.*



principle [prínsəpəl] *n.*

A **principle** is a belief about the correct way to behave.

→ *To maintain **principles**, it's vital to watch, listen, and speak carefully.*



rural [rúərəl] *adj.*

If a place is **rural**, it is in the countryside instead of the city.

→ *I want to live in a small house in a **rural** area.*



secluded [siklú:did] *adj.*

If a place is **secluded**, it is far away from any other place.

→ *There was a **secluded** bench in the park.*



species [spí:ʃi(:)z] *n.*

A **species** is a type of plant or animal.

→ *There are 21 different **species** of butterfly in this forest.*



swamp [swɑmp] *n.*

A **swamp** is a very wet area of land.

→ *There are lots of wild animals living in the **swamp**.*



traverse [trævə́:rs] *v.*

To **traverse** means to move or travel through an area.

→ *The explorer **traversed** the desert alone on a camel.*



zoology [zouɑ́lədʒi] *n.*

Zoology is a subject in which people study animals.

→ *Helen wants to study **zoology** because she has always liked animals.*

Exercise 1

PART A Choose the right word for the given definition.

1. being the right thing to do
   a. jealousy b. migrate c. ethical d. secluded
2. a wet area of land
   a. swamp b. institute c. celebrity d. species
3. able to make decisions quickly
   a. hardy b. rural c. extinct d. decisive
4. respected by many people
   a. nurture b. traverse c. esteemed d. overhead
5. a rule of behavior
   a. zoology b. aircraft c. concrete d. principle

PART B Choose the right definition for the given word.

1. nurture
   a. to travel b. respected c. to care for d. to die
2. secluded
   a. respected b. correct c. alone d. to make decisions
3. species
   a. stones b. an animal c. wet land d. a place to study
4. jealousy
   a. knowing right and wrong b. the act of wanting another person's things
   c. famous d. studying animals
5. overhead
   a. moving b. above c. able to fly d. able to cope

Exercise 2

Choose the answer that best fits the question.

1. How come we cannot see dinosaurs today?
   a. They are celebrities. b. They are extinct.
   c. It isn't ethical. d. They have all traversed the desert.
2. What should I do if I want to learn about animals?
   a. Go to a swamp b. Study zoology c. Nurture babies d. Be decisive
3. Which of these does NOT describe the countryside?
   a. It is very rural. b. There are not a lot of buildings.
   c. Birds often fly overhead. d. There is a lot of concrete.
4. If you want to camp in the mountains, you need to ______.
   a. have principles b. be hardy c. feel jealousy d. travel in an aircraft
5. Brids ______ to warmer parts of the country during the winter.
   a. esteem b. insitute c. species d. migrate

Exercise 3

Choose the word that is the better fit for each blank.

1. **hardy / traverse**
   You need to be __________ if you want to __________ the mountains.

2. **institute / celebrity**
   A(n) __________ is going to give a talk at the __________ of Drama.

3. **aircraft / migrate**
   Many people __________ by ship or __________.

4. **esteemed / jealousy**
   She felt a lot of __________ because her sister was highly __________.

5. **swamp / extinct**
   They found the remains of __________ animals in the __________.

6. **secluded / species**
   You can see many different bird __________ in this __________ location.

7. **ethical / decisive**
   He made a quick, __________ choice, but he was worried if it was the __________ thing to fire him over the holidays.

8. **zoology / nurture**
   He chose to study __________ because he has always liked to __________ animals.

9. **overhead / rural**
   I like to be in __________ areas where there are no planes flying __________.

10. **concrete / principle**
    I don't like the __________ of covering the garden in __________.

Gilbert and the Lizard

Eliza disliked Australia. Firstly, she'd had to spend twenty uncomfortable hours on an **aircraft** getting here. She wanted to go to the beach, but her husband was a **zoology** professor and wanted to look for some interesting animals. So now she was **traversing** a **swamp** in the midday heat.

"Let me sit down, Gilbert. I'm not **hardy** like you," she said, eventually.

They sat under a tree. There were lots of birds in that **secluded**, **rural** place, and they watched them flying **overhead**.

Then suddenly Gilbert saw something on a rock. "That's strange," said Gilbert. "That looks like a Red Swamp Lizard, but I thought that **species** was **extinct**." He carefully picked it up. "Yes, it is! I'm going to take it back to the Zoology **Institute**. They will be filled with so much **jealousy** when they see what I have found!"



"Are you sure we should take it from its home?" asked Eliza.

"Nonsense, many animals **migrate**. They're used to changes," said Gilbert.

"Hmm, I don't agree with the **principle** of it," said Eliza. "It isn't **ethical**." But Gilbert was **decisive** and took the lizard back to the hotel in the city. He thought that this find would make him a highly **esteemed celebrity** at the Zoology Institute.

For the next few days, Gilbert fed and **nurtured** the lizard. But the lizard wasn't happy. It lost its beautiful red color and began to look ordinary. In fact, Gilbert started to wonder whether it was special at all. He went outside and found a common lizard on a piece of **concrete**. When he compared them, they looked exactly alike. The lizard was only red in the swamp!

Gilbert said to Eliza, "I'm going to return this lizard to the swamp. I've learned an important lesson. Home is where we are happiest. At home, we are special like the red lizard. We can never be so happy when we are away."

"Good," said Eliza. "So, can we go home now?"



UNIT 25

Reading Comprehension

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The journey on the aircraft to Australia took thirty hours.

____

2. ____ Eliza was a professor of zoology.

____

3. ____ Eliza was hardier than Gilbert.

____

4. ____ The swamp was in a rural, secluded area.

____

5. ____ Gilbert thought that the red lizard was an extinct species.

____

6. ____ Gilbert nurtured the red lizard at the hotel.

____

PART B **Answer the questions.**

1. What did Gilbert and Eliza see flying overhead?
   a. An aircraft
   b. Birds
   c. An extinct species
   d. Butterflies

2. How was Gilbert described after he found the lizard?
   a. Full of jealousy
   b. Highly esteemed
   c. Decisive
   d. Full of principles

3. What did Gilbert think that the find would make him feel like?
   a. A celebrity
   b. Decisive
   c. Ethical
   d. Hardy

4. Where did Gilbert want to take the red lizard?
   a. To the Zoology Institute
   b. To the university
   c. To a different swamp
   d. To his home

UNIT 26 Word List



assumption [əsʌ́mpʃən] *n.*

An **assumption** is something that you believe is true but cannot prove.

→ *I went to the cafeteria on the* ***assumption*** *that everyone would be there.*



barley [bɑ́:rli] *n.*

Barley is a grain that is used for animal feed, health food and beer.

→ *The farmer grew* ***barley*** *to feed his cows in the winter.*



beast [bi:st] *n.*

A **beast** is a large, dangerous animal.

→ *A lion is one of the fiercest* ***beasts*** *on Earth.*



colonel [kə́:rnəl] *n.*

A **colonel** is a military officer.

→ *James has been given a promotion in the army. He is now a* ***colonel.***



contagious [kəntéidʒəs] *adj.*

If a disease is **contagious,** it is easily carried from one person to another.

→ *You must wear protective clothing because the patient's illness is* ***contagious.***



corpse [kɔ:rps] *n.*

A **corpse** is a dead body of a human.

→ *After the accident, the* ***corpse*** *was taken to the hospital.*



crisis [kráisis] *n.*

A **crisis** is a situation that is extremely stressful or dangerous.

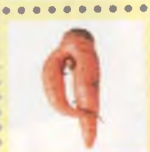
→ *The airport workers' strike led to a* ***crisis*** *at the airport.*



cure [kjuər] *v.*

To **cure** means to cause an illness or injury to end or disappear.

→ *My dentist* ***cured*** *me of my toothache.*



deformed [difɔ́:rmd] *adj.*

If something is **deformed,** it is not shaped normally and may appear ugly.

→ *Even though the carrot was* ***deformed,*** *it was still safe to eat.*



discriminate [diskrimənèit] *v.*

To **discriminate** means to judge people according to their looks.

→ *They* ***discriminated*** *against her because she was different.*



embassy [émbəsi] *n.*

An **embassy** is where government officials work in a foreign country.

→ *If you lose your passport, you should contact the **embassy**.*



extinguish [ikstíŋgwiʃ] *v.*

To **extinguish** a fire means to make it stop.

→ *Michael **extinguished** the small fire with the hose.*



flint [flint] *n.*

Flint is a hard stone that people used to make weapons for hunting.

→ *There are a lot of **flint** tools in the museum.*



harass [hərǽs] *v.*

To **harass** someone means to annoy or trouble them.

→ *The children **harassed** their mother because they wanted her attention.*



integrate [íntəgrèit] *v.*

To **integrate** means to join, communicate and socialize.

→ *Governments want immigrants to **integrate** with the population.*



miniature [míniətʃər] *adj.*

If something is **miniature**, it is very small.

→ *The boy enjoys playing with his **miniature** train set in his bedroom.*



nutrition [njuːtríʃən] *n.*

Nutrition is the process by which people use food to stay healthy.

→ *It is important to pay attention to **nutrition** if you want to be an athlete.*



promptly [prámptli] *adv.*

If something happens **promptly**, it happens quickly or on time.

→ *Arrive **promptly**, or we won't have time to discuss everything.*



technician [tekníʃən] *n.*

A **technician** is a person who is skilled in electronic or mechanical work.

→ *I need to call the **technician** to help me with my computer.*



tropics [trápiks] *n.*

The **tropics** are the areas of land and sea close to the equator.

→ *People like to go to the **tropics** for vacation because it's warm.*

Exercise 1

PART A Choose the right word for the given definition.

1. a dangerous animal
a. barley
b. beast
c. an assumption
d. cure

2. to trouble or annoy someone
a. extinguish
b. harass
c. discriminate
d. integrate

3. a dead body
a. colonel
b. flint
c. corpse
d. embassy

4. very small
a. miniature
b. contagious
c. deformed
d. promptly

5. a bad situation
a. technician
b. crisis
c. nutrition
d. tropics

PART B Choose the right definition for the given word.

1. assumption
a. a grain
b. a military officer
c. a belief without proof
d. a bad situation

2. integrate
a. to be on time
b. to become ill
c. to put out a fire
d. to socialize with

3. flint
a. a dead body
b. an unusual shape
c. a hard stone
d. a building in another country

4. nutrition
a. trouble
b. the process of how food is used for health
c. ending an illness
d. a dangerous animal

5. tropics
a. areas close to the Equator
b. small things
c. scientists
d. bad treatment

Exercise 2

PART A Match the phrases to make complete sentences.

1. Barley is often ______.
2. The **colonel** won a medal ______.
3. Our new neighbors have **integrated** well ______.
4. The **corpse** was examined ______.
5. An employer should not **discriminate** ______.
6. The **embassy** will tell you ______.
7. The financial **crisis** ______.
8. I was able to **extinguish** the ______.
9. **Flint** weapons were used ______.
10. A lot of **miniature** electronic machines ______.

a. to determine the cause of death
b. are manufactured in Japan
c. how you can get a visa
d. by people living ten thousand years ago
e. fed to animals
f. was caused by poor bank management
g. entire fire by myself
h. for his work in the war
i. with the people in the village
j. among people at work

PART B Match the clauses to make complete sentences.

1. Tom left the house early ______.
2. The children wanted some chocolate, ______.
3. The book was very fun to read ______.
4. I phoned the police, ______.
5. Pam isn't at work today ______.
6. I want to cut down the tree in the garden ______.
7. James studied chemistry at university, ______.
8. Mike was released from the hospital ______.
9. If you want to be healthy, ______.
10. You may need to have some vaccinations ______.

a. if you go on vacation in the **tropics**
b. because the doctors **cured** his illness
c. because the illness is **contagious**
d. because all the **beasts** could talk
e. and they arrived very **promptly**
f. because it is **deformed** and looks ugly
g. so they **harassed** their father until he bought some
h. on the **assumption** that the traffic would be bad
i. and now he works as a **technician** in a laboratory
j. you need to pay attention to your **nutrition**

The Forest People

Colonel Wilbur and his wife Mary were flying over the **tropics** in their private plane. But suddenly the engine caught fire. It was impossible to **extinguish** the fire, so they were forced to land in the forest.

"What are we going to do?" said Mary. "Can you fix the plane?"

Wilbur said, "That's impossible. I am not a **technician**, and the plane is out of gasoline. We'll have to find help."

Wilbur and Mary walked through the forest. It was difficult to find a path through the trees. Mary even tore her dress on sharp thorns. Suddenly, they saw some huts and lots of **miniature** people, cooking and making weapons with **flint**.

"I'll ask them for help," said Wilbur.

"No! Don't go! They are **deformed**!" said Mary. "They'll **harass** us! They may have a **contagious** virus that will make us sick! We won't know how to **cure** it. We'll surely end up as **corpses**!"

Wilbur tried to persuade Mary to go to the forest people, but she refused to **integrate** with them. She had the **assumption** that the small people were dangerous. "Let's keep walking. We're sure to find someone sooner or later."

For three days, the couple searched, but they found no one who could help them in their **crisis**. It was uncomfortable, and they were hungry without any source of **nutrition**. Plus, the forest was filled with dangerous **beasts**. Finally, Mary agreed to return to the forest people.

When Wilbur and Mary arrived at the village, the forest people immediately welcomed them. They gave them bread made from **barely** to eat and a place to sleep. The next day, the forest people led Wilbur and Mary through the trees, and they **promptly** arrived at a small town. From there, they took a bus to the city where they found an **embassy**.

Mary was sorry that she had not trusted the forest people sooner. She learned the value of not **discriminating** against people who are different.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Wilbur and Mary had to land in the forest because the engine caught fire.

____

2. ____ It was possible for the colonel to extinguish the fire on the plane.

____

3. ____ Even though the plane crashed, it still had plenty of gasoline.

____

4. ____ Mary refused to go to the people on the assumption they had a contagious virus.

____

5. ____ The couple searched for help in the forest for five days.

____

6. ____ The forest people led Wilbur and Mary through the trees, and they promptly arrived at a city.

____

PART B Answer the questions.

1. What was the bread that the forest people gave Wilbur and Mary made of?
   a. Barley b. Flint
   c. Corpses d. Beasts

2. After the crisis in the forest, Mary learned not to ______.
   a. discriminate against people b. harass forest people
   c. fly a plane in the tropics d. wear dresses in the forest

3. Where was the embassy located?
   a. In the village b. On the coast
   c. In the city d. In the town

4. Why didn't Mary want to integrate with the forest people?
   a. They had poor nutrition. b. They looked deformed.
   c. They were very tall. d. They were from the embassy.

UNIT 27

Word List



beneficial [bènəfíʃəl] *adj.*

If something is **beneficial**, it is good for you.

→ *Drinking milk everyday is **beneficial** to your bones.*



birthplace [bə́:rəplèis] *n.*

A **birthplace** is a place where a person is born or where something started.

→ *China is the **birthplace** of chopsticks.*



capacity [kəpǽsəti] *n.*

The **capacity** of something is the amount of things that can be put in it.

→ *The parking lot has reached its full **capacity**.*



comparative [kəmpǽrətiv] *adj.*

If something is **comparative**, it is being judged based on something else.

→ *The money that John has is **comparative** to most other adults.*



comprehensive [kàmprihénsiv] *adj.*

If something is **comprehensive**, it has all the details about something else.

→ *The teacher gave us a **comprehensive** review for the exam.*



conserve [kənsə́:rv] *v.*

To **conserve** something is to protect it from being ruined or used completely.

→ *The group worked to **conserve** the beauty of Europe's national parks.*



crucial [krú:ʃəl] *adj.*

If something is **crucial**, it is extremely important to another thing.

→ *Clean air is **crucial** to the survival of humans, plants, and animals.*



cumulative [kjú:mjəlèitiv] *adj.*

Cumulative describes an increase by adding one after another.

→ *The **cumulative** snowfall in the area is 50 centimeters per year.*



deposit [dipázit] *v.*

To **deposit** something is to put it into a place or another thing.

→ *I **deposited** the money into my bank account.*



distribute [distríbju:t] *v.*

To **distribute** something is to give it to a number of people.

→ *The teacher **distributed** crayons and markers to his students.*



equator [ikwéitər] *n.*

The **equator** is an imaginary line that splits the Earth into north and south.
→ *The **equator** crosses the northern part of South America.*



exotic [igzátik] *adj.*

Exotic describes something unusual because it is from far away.
→ *Rebecca tried many **exotic** foods on her trip to Africa.*



federal [fédərəl] *adj.*

If something is **federal**, it comes from the government of a country.
→ *Sometimes **federal** laws are different from state laws.*



formation [fɔːrméiʃən] *n.*

A **formation** is the way that something is made.
→ *The **formation** of ice happens when water freezes.*



frequency [fríːkwənsi] *n.*

The **frequency** of something is the number of times that it happens.
→ *The **frequency** of rainstorms is very high, especially during the spring.*



objective [əbdʒéktiv] *n.*

An **objective** is a goal or plan that someone has.
→ *My **objective** this week is to finish my homework by 7:30 every night.*



oxygen [áksidʒən] *n.*

Oxygen is a gas that all living things need to breathe.
→ *My aunt believes that the **oxygen** in the country is cleaner than in the city.*



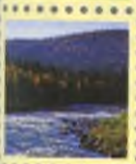
rainforest [réinfɔ̀(ː)rist] *n.*

A **rainforest** is a forest that is in a place where it rains very often.
→ *The **rainforest** is home to many animals.*



strategy [strǽtədʒi] *n.*

A **strategy** is a plan for how to do something.
→ *The team came up with a **strategy** to win the game.*



wooded [wúdid] *adj.*

If an area is **wooded**, it is covered with trees.
→ *Jim and Ben decided to go hiking in the **wooded** area by the river.*

Exercise 1

PART A Choose the right word for the given definition.

1. to give something away
a. deposit
b. distribute
c. comprehensive
d. conserve

2. extremely important
a. cumulative
b. federal
c. crucial
d. wooded

3. where something begins
a. birthplace
b. formation
c. rainforest
d. equator

4. a person's goal
a. strategy
b. capacity
c. objective
d. frequency

5. unusual and unfamiliar
a. oxygen
b. exotic
c. comparative
d. beneficial

PART B Choose the right definition for the given word.

1. strategy
a. a plan
b. a goal
c. a line
d. a forest

2. beneficial
a. filled with trees
b. good for you
c. unusual or exciting
d. containing many details

3. formation
a. how something is made
b. the number of things inside something
c. where someone is born
d. how often something happens

4. federal
a. made from added parts
b. coming from the government
c. very important
d. based on something else

5. conserve
a. to protect
b. to give
c. to put into
d. to breathe

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. I like going to the park because it's covered with trees, and I feel like I'm in the mountains.
   ____
2. Sam gave away party invitations to his friends.
   ____
3. The letter came from a national government office.
   ____
4. The business's goal is to earn more money this year than it did last year.
   ____
5. My mother grows unusual and unfamiliar flowers in her garden.
   ____
6. He needed gas required for breathing to help him survive.
   ____
7. This book about the history of India is full of details.
   ____
8. I'm going to visit a small town in Ecuador that is near the imaginary line.
   ____
9. The number of shoes that Jane and Beth have is judged based on something else.
   ____
10. Eddie didn't want to eat it, but he knew the broccoli would be good for his health.
   ____

Exercise 3

Choose the answer that best fits the question.

1. Which word has about the same meaning as capacity?
   a. open b. expand c. reduce d. maximum amount
2. Which of these can be cumulative?
   a. Snow b. A plate c. A radio d. Air
3. What is something you would deposit into a closet?
   a. A television b. Jackets c. Money d. Water
4. What is something you probably wounldn't encounter in a rainforest?
   a. Many trees b. Monkeys c. Humid weather d. Kangaroos
5. In which place is there a high frequency of snowfall?
   a. Antarctica b. Spain c. England d. Australia

A Dying Forest

Rainforests provide much of the world's **oxygen** supply. But the forests' **exotic** trees and animals are being killed to make room for farmers and roads. People have been trying to **conserve** rainforests for years. But another type of forest—the cloud forest—is just as **beneficial** to humans. Cloud forests are also in danger of disappearing, but little is being done to save them.

These forests are located at the tops of mountains, generally near the **equator**. These humid, **wooded** mountaintops are mainly in African and Central and South American countries. They are called "cloud forests" because their height allows for the **formation** of clouds among the trees.



Rainforests produce large amounts of oxygen. Cloud forests produce **comparative** amounts of water. The trees in these forests pull water out of the clouds. The moisture gathers on the leaves. When it drips, it is **deposited** into streams. The streams flow into towns at the bottom of the mountain. Then, it's **distributed** to people. The yearly **cumulative** rainfall in these areas is 173–198 centimeters. Cloud forests can pull in up to 60 percent of that. This water is **crucial** to the plants and the people in the area. It helps them survive.

Cloud forests are also the **birthplace** of countless species of plants that can't be found anywhere else. One small cloud forest has the **capacity** for as many types of plants as there are in all of Europe. There are so many, in fact, that scientists haven't made a **comprehensive** list of them yet.

These forests are being destroyed with increasing **frequency**. Trees are being cut down, and roads are being built in their place. Some people have an **objective** to get **federal** money to protect the forests. But they have had little success. Another **strategy** is to replace the destroyed plants. That, too, has been difficult because the plants are so unique. There's plenty of work to be done, but saving the cloud forests is still a possibility.



Reading Comprehension

UNIT 27

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The equator provides much of the world's oxygen supply.

____

2. ____ People have been trying to conserve rainforests for years.

____

3. ____ Another type of forest—the cloud forest—is just as beneficial to humans as a rainforest.

____

4. ____ These humid, wooded mountaintops are mainly in African and European countries.

____

5. ____ Cloud forests are being destroyed with increasing frequency.

____

6. ____ Some people have an objective to get federal money to protect the forests.

____

PART B Answer the questions.

1. Where are cloud forests located?
   a. Near the equator
   b. In rainforests
   c. On farms
   d. In Europe

2. How do the trees in cloud forests make water?
   a. They pull it in from clouds.
   b. They allow the formation of clouds.
   c. They let it gather in leaves.
   d. They pull it in from streams.

3. How much water do cloud forests add to the yearly cumulative rainfall?
   a. About 188 centimeters
   b. More than 178 centimeters
   c. Up to 60 percent
   d. Less than rainforests

4. Why do some people want federal money?
   a. To plant more trees
   b. To build more roads
   c. To make room for farmers
   d. To protect the forests

UNIT 28

Word List



avail [əvéil] *n.*

Avail is help. It is often used in the achievement of a goal.

→ *His studying was to no **avail** because he failed the test.*



expand [ikspǽnd] *v.*

To **expand** is to become bigger in size.

→ *A balloon will **expand** as you blow air into it.*



define [difáin] *v.*

To **define** means to clearly state, show, or explain what something is.

→ *People **define** success in many different ways.*



dread [dread] *v.*

To **dread** is to be afraid of something that could, or is going to, happen.

→ *I **dread** the idea that I will not get into college.*



fundamental [fʌ̀ndəméntl] *adj.*

If something is **fundamental**, it is a basic part of something.

→ *The **fundamental** rules of basketball are easy.*



horrifying [hɔ́ːrəfàiŋ] *adj.*

If something is **horrifying**, it is frightening and very unpleasant.

→ *There was a **horrifying** car accident today.*



incredulous [inkrédʒələs] *adj.*

If someone is **incredulous** about something, they do not believe that it is true.

→ *She was **incredulous** that monkeys could ever drive a car.*



linger [líŋgər] *v.*

To **linger** is to last for a long time.

→ *The smell of fresh cookies **lingered** in the bakery.*



organism [ɔ́ːrgənìzəm] *n.*

An **organism** is a living thing, especially a very small one.

→ *We studied the **organism** on the microscope.*



paraphrase [pǽrəfrèiz] *v.*

To **paraphrase** is to make someone else's writing or speech shorter.

→ *The students were asked to **paraphrase** the story they just heard.*



plague [pleig] *n.*

A **plague** is a serious disease that quickly spreads to many people.

→ *A **plague** in Europe killed millions of people.*



presently [prézəntli] *adv.*

If something happens **presently**, it is happening right now.

→ ***Presently**, our profits are good, but by next year we can do even better.*



random [rǽndəm] *adj.*

If something is **random**, it happens without any pattern or reason.

→ *Young children often ask **random** questions.*



riot [ráiət] *n.*

A **riot** is a crowd that reacts to bad news by violently breaking laws.

→ *A **riot** broke out after the candidate lost the election.*



scribble [skríbəl] *v.*

To **scribble** is to write something quickly without caring about how it looks.

→ *I **scribbled** a rough diagram of our plan and gave it to him.*



shrine [ʃrain] *n.*

A **shrine** is a religious building built to honor a person, event, or god.

→ *He prayed at the **shrine** for an hour.*



solitude [sálitjù:d] *n.*

Solitude is the state of being totally alone.

→ *John lives a life of **solitude** because he doesn't get along well with people.*



stark [stɑ:rk] *adj.*

If a contrast is **stark**, then the things being compared are utterly different.

→ *There is a **stark** contrast between their test scores.*



summon [sʌ́mən] *v.*

To **summon** a person is to ask them to come to you.

→ *We **summoned** the doctor as soon as we noticed she was sick.*



worsen [wə́:rsən] *v.*

To **worsen** is to get worse.

→ *The weather suddenly **worsened**, and we had to stay inside.*

Exercise 1

PART A Choose the right word for the given definition.

1. to ask someone to come
a. worsen b. scribble
c. linger d. summon

2. basic
a. verse b. riot
c. avail d. fundamental

3. to get bigger
a. expand b. define
c. stark d. organism

4. to be afraid
a. dread b. shrine
c. random d. horrifying

5. not believing
a. solitude b. presently
c. incredulous d. plague

PART B Choose the right definition for the given word.

1. plague
a. a violent reaction b. different
c. a disease d. without reason

2. solitude
a. being alone b. success
c. afraid d. right now

3. define
a. to last a long time b. to get bigger
c. to explain clearly d. to make easier

4. organism
a. a religious building b. a living thing
c. not believing d. to send for

5. horrifying
a. to get worse b. basic
c. to write quickly d. very unpleasant

Exercise 2

Choose the word that is the better fit for each blank.

1. shrine / riot

   There was a __________ in the city yesterday, but the __________ was not damaged.

2. paraphrased / defined

   For the book report, I __________ the book and clearly __________ the author's purpose for writing it.

3. expand / presently

   There are 15 members in the group __________, but I expect that number to __________.

4. avail / solitude

   His attempt to catch the train was to no __________. He spent hours in __________ waiting for the next one.

5. fundamental / worsen

   The __________ point of my speech was to show that people need to act. If we don't do something, things will __________.

6. linger / scribble

   I tried to __________ the information as fast as I could because I didn't have time to __________.

7. dreaded / horrifying

   After seeing that __________ plane crash, I __________ flying.

8. incredulous / stark

   She was __________ that there could be such a __________ contrast between boys' and girls' grades.

9. organism / summon

   We should __________ scientists from around the world to study this new __________.

10. plague / random

    At first we thought __________ people were getting sick. Then we realized that a __________ was spreading.

Thucydides and the Plague of Athens

Thucydides was the world's first historian. **Presently**, we get most of our knowledge about ancient Greece from his writing. But Thucydides didn't just write about history, he lived through it. However, he almost didn't survive one historical event: the **Plague** of Athens.

In 430 BCE, an army attacked the city of Athens, where Thucydides lived. Thousands of people hid from the army behind Athens' large walls. The city became very crowded as the population **expanded**. Then a **horrifying** disease broke out. People **summoned** doctors. But it was to no **avail** because no one understood how the disease spread. It seemed **random**. They didn't know that it was an **organism**. Instead, they **defined** disease as a punishment from their gods. Thucydides was **incredulous** that gods caused the plague, but he explained why others believed it. There was an old, long verse which predicted the disease. To **paraphrase** it, the verse said the gods would send a disease during a war. As a result, large crowds gathered at **shrines** to ask the gods to stop the plague. But the situation only **worsened** because these people were so close to each other they became sick. That's how they learned a **fundamental** lesson about the plague: it spread from person to person.

People wanted to leave the crowded city, but they **dreaded** what the army outside would do to them. At this time, Thucydides got sick, too. He quickly **scribbled** down notes because he thought he would soon die. His writing shows a **stark** contrast between people's behavior before and during the plague. There were **riots**, and people ignored laws. They didn't think they'd live long enough to be punished. Many sick people were left to die in **solitude** because no one wanted to be near them. The plague **lingered** for two years. But luckily, Thucydides survived. Without his writing, we would know much less about ancient Greece and the Plague of Athens.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Presently, a horrifying plague has broken out in Athens.

____

2. ____ At first, people thought the spread of the disease was random.

____

3. ____ The people summoned doctors to no avail.

____

4. ____ Thucydides was incredulous that the plague was caused by an organism.

____

5. ____ By gathering in shrines, people made the plague worse.

____

6. ____ Thucydides luckily survived the plague.

____

PART B Answer the questions.

1. Why did Athens' population expand?
   a. Because the army moved into the city
   b. Because people were hiding from the army
   c. Because the army told people to enter
   d. Because people dreaded the plague

2. Thucydides scribbled quickly because ______.
   a. there were so many riots
   b. he had to define the disease
   c. he though he'd die soon
   d. there were too many sick people

3. What fundamental lesson did the people learn?
   a. The plague was a punishment.
   b. The plague was ended in the shrines.
   c. The plague was from the army.
   d. The plague was spread between people.

4. What is NOT true of Thucydides?
   a. He was the world's first historian.
   b. He thought gods caused the plague.
   c. He survived the Plague of Athens.
   d. He lived in the city of Athens.

UNIT 29

Word List



automobile [ɔ́:təməbi:l] *n.*

An **automobile** is a car.

→ *The first **automobiles** were very different from the ones that exist today.*



candidate [kǽndidèit] *n.*

A **candidate** is a person who is competing to win something such as a job.

→ *Alice is the best **candidate** for the job.*



confidential [kɑ̀nfidénʃəl] *adj.*

If something is **confidential**, it must be kept secret.

→ *The information from the meeting is **confidential**.*



corporate [kɔ́:rpərit] *adj.*

If something is **corporate**, it is related to a large business.

→ *Tom enjoys working in the **corporate** world.*



enhance [enhǽns] *v.*

To **enhance** something is to make it better.

→ *Amy's blue shirt really **enhances** the color of her eyes.*



era [érə] *n.*

An **era** is a period of time that has something special about it.

→ *During the medieval **era**, knights wore protective armor.*



guideline [gáidlàin] *n.*

A **guideline** is a rule about how to do something.

→ *Before they began the project, the teacher gave them some **guidelines**.*



incorporate [inkɔ́:rpərèit] *v.*

To **incorporate** is to add something to another thing.

→ *I decided to **incorporate** a new ingredient into my cake recipe.*



interact [intərǽkt] *v.*

To **interact** is to talk to or do something with another person.

→ *The kids began to **interact** when the adults left the room.*



interval [íntərvəl] *n.*

An **interval** is the time between two things happening.

→ *Tony rested for brief **intervals** while he worked in the yard.*



mobile [móubail] *adj.*

If something is **mobile**, it can be moved easily.

→ ***Mobile** phones are popular because you can take them anywhere.*



modify [mádəfài] *v.*

To **modify** something is to change it a little bit.

→ *I **modified** my outfit by adding a belt to it.*



parallel [pǽrəlèl] *adj.*

If two things are **parallel**, they are the same distance away from each other.

→ *There are two yellow **parallel** lines dividing both sides of traffic.*



phenomenon [finámənàn] *n.*

A **phenomenon** is something that can be seen as it is happening.

→ *I was amazed when I saw the **phenomenon** of shooting stars.*



pollute [pəlúːt] *v.*

To **pollute** means to make air, water, or land dirty, unclean, or foul.

→ *The careless factory **polluted** the river with chemicals.*



ridicule [rídikjùːl] *v.*

To **ridicule** is to make fun of something in a mean way.

→ *The other students **ridicule** Peter's foreign accent.*



solar [sóuləːr] *adj.*

If something is **solar**, it is related to the sun.

→ *Using **solar** energy is good for the environment.*



territory [térətɔ̀ːri] *n.*

A **territory** is a piece of land that belongs to a country but isn't a state.

→ *Gibraltar is a **territory** of Great Britain.*



tournament [túəːrnəmənt] *n.*

A **tournament** is a competition, usually with many people participating.

→ *My dad is playing in a golf **tournament** tomorrow.*



transportation [trænspəːrtéiʃən] *v.*

Transportation is any type of vehicle that can carry people or things.

→ *I don't have a car, so my normal **transportation** is the train.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **enhance / candidate**

   A survey found that not very many people like the ___________. So he is trying to think of ways to ___________ his image and make people like him.

2. **era / solar**

   We live in a(n) ___________ where people are very concerned about conserving our natural resources. Many people think using ___________ energy is a good way to do this.

3. **incorporate / pollute**

   The company doesn't want to ___________ the air anymore, so they are going to ___________ new rules for disposing waste.

4. **corporate / confidential**

   The ___________ files were locked in the basement. The information in them was about important customers and had to be kept ___________.

5. **mobile / phenomenon**

   In the early 1900s, music records were an amazing ___________. People back then would have been even more amazed by today's ___________ music players.

6. **automobile / parallel**

   The old ___________ was very large and difficult to drive. Jane had trouble parking it between the ___________ lines in the parking lot.

7. **ridiculed / transportation**

   Ben didn't listen to my advice about ___________. Instead, he ___________ me and continued to drive fast, eventually causing an accident.

8. **guidelines / intervals**

   The ___________ for the race are very simple: just run as fast as you can. There will be short ___________ when you can stop for a drink of water.

9. **modify / territories**

   The government decided to ___________ its borders. It made several of its ___________ smaller so that it could create a new one.

10. **tournament / interact**

    The baseball ___________ is always a lot of fun. It allows students from all over the city to ___________ with each other.

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Factories built in the early 1900s contine to <u>unleash chemicals into</u> the air.

   ____

2. My soccer team is playing in a <u>competition</u> next weekend.

   ____

3. When the new buildings are finished, they will be <u>the same distance away from each other</u>.

   ____

4. In order for my science project to work, I need to <u>alter</u> it.

   ____

5. Amy hurt Jane's feelings when she <u>made fun of</u> her.

   ____

6. In this <u>period of time</u>, it's more common for kids to play video games than read books.

   ____

7. Kate is very shy and doesn't like to <u>talk to and do things</u> with the other girls.

   ____

8. Tom wants to <u>add</u> more colors into his painting.

   ____

9. My grandfather used to race <u>cars</u> across the long distances in endurance races.

   ____

10. The <u>person competing for the job</u> interviewed very well.

   ____

Exercise 3

Choose the answer that best fits the question.

1. Which of the following means confidential?
   a. soft b. compete c. moveable d. secret
2. What is the word solar related to?
   a. Lines b. Land c. The sun d. A car
3. Which of these is mobile?
   a. A tree b. A bus c. A building d. A sidewalk
4. Which of the following is a form of transportation?
   a. a friend b. an airplane c. a new job d. a meal
5. Which of these words are related to corporate?
   a. Business b. Time c. Competition d. Winning

The Solar Car Race

We live in a **mobile** society. But the cars we drive require too much gas, plus they **pollute** the air. Eventually, the natural resources used to make gas will run out. So what happens then? Many people think **solar**-powered **automobiles** are the answer. To learn more about this type of **transportation**, teams from universities and **corporate** organizations gather in Australia every two years for a solar car race.

The race is called the *World Solar Challenge*. **Candidates** for this **tournament** must design their own cars. The teams keep all their plans **confidential**. They don't **interact** with other teams because the race is very competitive. And these cars aren't just **enhanced** and **modified** versions of normal cars. They are completely different.

The cars only have room for one person and are very simple inside—they don't even have a cushion for the driver to sit on. These cars are shorter and much more flat than normal cars. Most importantly, the cars **incorporate** solar panels onto the outside that lie **parallel** to each other. These panels are made from materials that take in light from the sun and turn it into electric energy. That's how they move.

These cars race over 3,000 kilometers across the Australian **territories**. The drivers have to heed strict **guidelines**. They must stop at certain **intervals** to charge their batteries. And unlike normal race cars, they can't go very fast. They have to drive at the normal speed limits. Although the drivers want to finish the race quickly, that is not the main goal. The objective is to see how well the cars work under normal driving conditions.

Because of the World Solar Challenge, a new **era** in car making and in driving is beginning. People may **ridicule** the solar cars because they look strange, but this is a **phenomenon** that isn't going away. Using the technology from the vehicles, car makers will eventually create solar cars for the rest of us.



Reading Comprehension

UNIT 29

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Candidates for this tournament must design their own cars.

____

2. ____ Before the race, teams keep their plans confidential.

____

3. ____ The cars incorporate metal panels on the outside that lie parallel to each other.

____

4. ____ These cars drive less than 3,000 kilometers across the Australian territories.

____

5. ____ The drivers have to heed strict transportation guidelines.

____

6. ____ They must stop at certain intervals to put air in their tires.

____

PART B Answer the questions.

1. What is the most important feature of the racecars?
   a. The way they pollute
   b. The simple design
   c. The solar panels
   d. The shorter height

2. The objective of the race is to find out how the solar cars ______.
   a. drive in normal conditions
   b. take in energy from the sun
   c. will help the environment
   d. can go faster

3. Where are the race teams from?
   a. Computer companies
   b. High schools
   c. Australian territories
   d. Corporate organizations

4. Why don't the teams interact with other teams?
   a. The race is competitive.
   b. The teams ridicule each other.
   c. The rules are strict.
   d. They don't know each other.

UNIT 30

Word List



bill [bil] *n.*

A **bill** is a statement of money owed for goods or a service.

→ *I have so many **bills** that I do not know how to pay for them all.*



boundary [báundəri] *n.*

A **boundary** is the line where one area of land stops, and another begins.

→ *This fence shows the **boundary** between our yard and yours.*



chaos [kéiɑs] *n.*

Chaos is a situation that is confusing and not ordered.

→ *His presentation was in **chaos**. I couldn't understand what he meant.*



consistent [kənsístənt] *adj.*

If a person is **consistent**, they keep the same behavior or attitude.

→ *Sara comes in every day and is our most **consistent** worker.*



cyclone [sáikloun] *n.*

A **cyclone** is a large storm with heavy rain and winds that spin in a circle.

→ *Hundreds of homes were damaged by the **cyclone**.*



doomed [du:md] *adj.*

If someone or something is **doomed**, they are going to fail or be destroyed.

→ *Since I spent all my money, my date with Jane is **doomed**.*



heir [ɛər] *n.*

An **heir** is a person who receives money or property of someone who dies.

→ *The princess was the **heir** to the king and queen's throne.*



martial [mɑ́:rʃəl] *adj.*

If something is **martial**, it is related to fighting or war.

→ *Karate is a **martial** art that began many years ago in Japan.*



organic [ɔ:rgǽnik] *adj.*

If food is **organic**, it is grown without adding chemicals to it.

→ *The **organic** carrots are more expensive, but they're better for you.*



poultry [póultri] *n.*

Poultry is a bird, such as a chicken, that is used for meat and eggs.

→ *He raises **poultry** and sells their meat for extra money.*



scramble [skræmbl] *v.*

To **scramble** is to move somewhere quickly and desperately.

→ *The hikers **scrambled** down the side of the hill.*



sergeant [sɑ́:rdʒənt] *n.*

A **sergeant** is a soldier or police officer of middle rank.

→ *He was promoted to **sergeant** after a year in the army.*



sheer [ʃiə:r] *adj.*

If you describe something as **sheer**, it is complete and very strong.

→ *I was impressed by her **sheer** dedication to jogging.*



stance [stæns] *n.*

A **stance** is an attitude about an issue that someone states clearly.

→ *My **stance** is that using oil and gas is bad for the environment.*



telegraph [téləgræ̀f] *n.*

A **telegraph** is a method of sending electric messages on wires.

→ *In the 1900s, the **telegraph** was the fastest way to send a message.*



textile [tékstail] *n.*

Textile is cloth that has been woven or knitted.

→ *The blue **textile** was going to be used to make blouses.*



tornado [tɔ:rnéidou] *n.*

A **tornado** is a tube-shaped formation of air that spins very quickly.

→ *During a **tornado**, the safest place to be is underground.*



typhoon [taifú:n] *n.*

A **typhoon** is a large tropical storm that moves in circles.

→ *Thousands of people lost electricity after a **typhoon** hit Australia.*



wail [weil] *v.*

To **wail** is to show sadness by crying loudly.

→ *The baby **wailed** because it was hungry.*



wardrobe [wɔ́:rdròub] *n.*

A **wardrobe** is the collection of all of a person's clothing.

→ *She bought some new clothes to expand her **wardrobe**.*

Exercise 1

Choose the answer that best fits the question.

1. Which of the following is a kind of storm?
   a. A typhoon b. A bill
   c. A sergeant d. A boundary

2. Which of the following would come from a farm?
   a. Organic vegetables b. Wool textiles
   c. A person's wardrobe d. Short telegraphs

3. Which of the following would help students taking a test?
   a. Reading in chaos b. Sheer luck
   c. Taking martial arts classes d. Consistent studying

4. Who should expect to receive something?
   a. A brave sergeant b. A dead man's heir
   c. A man with a strong stance d. A man who needs a bill

5. Which of the following would be loudest?
   a. Cooked poultry b. A scrambling woman
   c. A doomed project d. Wailing children

6. Which word is not related to martial arts?
   a. Taekwondo b. Karate
   c. Judo d. Tango

7. What can a person get from poultry?
   a. Meat b. Fruit
   c. Pants d. Soldiers

8. What is part of a person's wardrobe?
   a. A dog b. A vegetable
   c. A dress d. A teacher

9. Where would you most likely find a sergeant?
   a. In a store b. In an army
   c. In a factory d. In a class

10. Which situation is full of chaos?
    a. A man driving a car b. Students reading
    c. A girl walking d. Armies fighting

Exercise 2

PART A Match the phrases to make complete sentences.

1. The **heir** of Mr. Smith's fortune ______.
2. This is a **martial** matter, ______.
3. The kids started **wailing** ______.
4. I used the **telegraph** to ______.
5. Everyone **scrambled** to ______.
6. The **sergeant** ordered the ______.
7. He's very **consistent** and ______.
8. When the **cyclone** arrives, ______.
9. The **boundary** of my land ______.
10. First we color the **textiles**, ______.

a. there will be a lot of wind and rain
b. when their toys were taken away
c. is the fence not the road
d. and the soldiers should take care of it
e. other soldiers to march
f. never really changes his attitude
g. avoid the rushing water
h. and then we make them into clothes.
i. will become very rich
j. tell my family about the new baby

PART B Match the clauses to make complete sentences.

1. During the summer, we always keep a supply of food and water in the basement ______.
2. He didn't like a strong central government, ______.
3. He failed the test, ______.
4. I won't go to fast food restaurants ______.
5. I was disappointed ______.
6. The police were called ______.
7. We all took shelter, ______.
8. He quickly took out his credit card, ______.
9. I want to buy a new suit, ______.
10. She lost a few kilos ______.

a. because I only eat **organic** food
b. because the event turned into **chaos**
c. so he could pay the **bill**
d. because she ate only **poultry** and fruit
e. but that doesn't mean the school years is **doomed**
f. because of their sheer lack of sportsmanship
g. but my **wardrobe** is pretty full
h. so we knew his **stance** on politics
i. since the **typhoon** was raging
j. because that's when tornados are common

The Heirs

Martin, Paul and Tom were brothers. They were very different, but they were **consistent** about two things. They couldn't succeed in business, and they never agreed about anything. Martin was a hardworking farmer, growing **organic** vegetables and raising **poultry**. But he was disorganized and forgot to pay his **bills**. Paul owned a **textile** factory that produced clothes. He was organized, but he was greedy and took too much clothing. His **wardrobe** was filled with his own products. Tom was once a **sergeant** in the army. He ran a **martial** arts school, but his **stance** on discipline was too strong. He had almost no students.

One day, they received a **telegraph** saying that their father had died. They were **heirs** to his old farm. They planned to sell it as soon as possible, so they went to see it even though there was a terrible storm. The house didn't look great, but there was a lot of land. There was so much, in fact, that they could barely see its **boundary**.

Suddenly, the storm got worse. The **sheer** force of the wind almost knocked them over. Martin said, "Look, it's a **typhoon**!" Paul said, "No, it's a **cyclone**." Tom said, "No, it's a **tornado**!" They argued until Paul began to **wail** and said, "Whatever it is, it's coming right at us! We're **doomed**!" The three brothers **scrambled** inside the old house. Martin said, "If we survive, we must stop fighting. This farm could be great if we fixed it up. With my hard work, Paul's organization and Tom's discipline, we could run a great business together!" The storm finally ended. And luckily, it didn't wreck the farm.

"Just think," Martin said, "it took the **chaos** of a typhoon to bring us together." Paul replied, "You mean a cyclone brought us together." Tom said, "Didn't I tell you both that it was a tornado?" The brothers never agreed on what kind of storm it was, but by combining their skills, they started a successful farm.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Tom was a farmer who grew organic vegetables and poultry.

____

2. ____ Paul's wardrobe was filled with clothes from his factory.

____

3. ____ Tom was a sergeant in the army before running a martial arts school.

____

4. ____ Martin's stance on discipline was too strong.

____

5. ____ The brothers learned of their father's death through a telegraph.

____

6. ____ The brothers could see the land's boundary.

____

PART B Answer the questions.

1. The brothers were consistent about what two things?
   a. Good farming and arguing
   b. Bad farming and business
   c. Bad business and arguing
   d. Good business and arguing

2. The brothers were almost knocked down by ______.
   a. Tom's bills
   b. the chaos of the storm
   c. Paul's wardrobe
   d. the sheer force of the wind

3. Why wasn't Paul's textile factory successful?
   a. He was greedy and took home clothes.
   b. He gave away too much money.
   c. He was too disorganized.
   d. He was too mean.

4. Who was the father's heir?
   a. Martin
   b. Tom
   c. Paul
   d. All three men

Index

Index